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ABSTRACT

In October 1990, South Seattle Community College (SSCC), in Washington State, received Title III funds to establish a Faculty Development Team (FDT) which provided faculty with training, equipment, and other resources on outcomes assessment, the use of emerging technologies, multicultural education, and teaching and learning styles. This compilation provides an overview of the wide variety of activities which were sponsored by the FDT during the 1990-91 academic year, including workshops, seminars, and group and individual grant projects. Following a brief introduction, section 1 contains a year-end report by Mark Palek which reviews workshops, training, teleconferences, and mentoring institutions conducted, outside experts consulted, and faculty resources developed. In section 2, handouts from two workshops are provided: "Seminar in Teaching Techniques To Use for the Limited English Proficiency Student" and "Strategies for Meeting the Needs of a Diversity of Students in the Classroom." Section 3 contains a bibliogrphy and a list of policies and resources on outcomes assessment prepared by members of the FDT. In section 4, brief reports from the recipients of 20 faculty development grants providing descriptions and evaluations of activities undertaken are presented. Finally, section 5 contains "Evaluation Report: Year One, South Seattle Community College Faculty Development Program," by John P. Smith, an external evaluator. A survey instrument used to solicit faculty attitudes about the program is appended to the evaluation report. (MAB)

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## South Seattle Community College

# FACULTY RESOURCE

# HANDBOOK

Compiled by the SSCC Faculty Development Team
Title III Cooperative Arrangement Grant

September 1991

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# South Seattle Community College Faculty Resource Handbook

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# INTRODUCTION

Beginning in October 1990, South Seattle Community College began a faculty development project funded by a Title III grant. The grant is a cooperative arrangement with Skagit Valley and Highline Community Colleges. At South, a Faculty Development Team has been established

The South Seattle Community College Faculty Development Team has been active this past year in providing faculty with training, equipment, and other resources. The Team members are: Sara Baldwin (General Studies), Trish Evans (Apprenticeship Training and Occupational Teacher Education), Judy Gray (Business and Office Occupations), Jim Davis (Automotive), Paul Lapwood (Aviation), Neil Paulsen (Business and Office Occupations), Tom Pierce (College Transfer), Art Stewart (Technical Education), Joan Stover (College Transfer), Liz Hildebrant (Library), Karen Foss (Associate Dean of Students), and Jill Wakefield (Director of Educational Services). The Team members have all worked to develop and implement programs and activities that have helped instructors to do their jobs more effectively and efficiently.

The themes addressed by the grant project include: outcomes assessment; the use of emerging technologies; multi-cultural education; and teaching and learning styles. The Team sponsored a wide variety of activities that dealt with these issues and concerns. These activities took many forms including workshops, seminars, and group and individual grants. Whenever possible, the Team responded to requests made by individuals and groups of faculty so that the programs and activities that were implemented were relevant and helpful. The Team members listened to their colleagues whose concerns and input were considered at all stages in the planning process.

On the pages that follow, you will find a detailed account of the past year's Faculty Development activities. Additional materials are available in the Library in the Faculty Research Office which has been established by the Faculty Development Team to provide instructors with access to current resources. Please take a few minutes to review the materials herein with an eye toward directions for the future. The Faculty Development Team welcomes your recommendations and suggestions and promises that your feedback will be considered and appreciated.

Mark Palek
Director,Faculty Development

September 1991

# Section 1

# South Seattle Community College Faculty Development Program:

## Year-end Report

September 1991

Compiled and written by

Mark Palek,
Local Activity Director - Title III Cooperative Grant,
Director - Faculty Development,
South Seattle Community College

The activities described in this report were funded entirely by Title III funds. (PO31A00387-91)

# South Seattle Community College Faculty Development Program: Year-end Report

**September 1991**

## Introduction

The South Seattle Community College Faculty Development Team has been established as a result of Title III funding. The faculty members and administrators who serve on this committee have been instrumental in the success enjoyed be the project. The Team members represent nine of the ten divisions on campus. Their most important role is to serve as resources for their colleagues: they are responsible for keeping faculty informed of training and in-service opportunities and other activities that may be funded by the grant; they work with other committees and departments on campus and act as liaisons between the Team and other groups; and they are responsible for conveying information to other Team members so that the Team can design and implement the programs and activities and purchase equipment and other materials that would be most effective and useful. The Team is thus able to maintain a focus on the concerns addressed by the grant: helping faculty improve in their abilities to serve students and thereby improving retention.

A substantial challenge confronting the Team was the fact that the faculty in several divisions on campus had not regularly participated in faculty development opportunities sponsored by the Seattle Community Colleges Faculty Development Program. (The SSCC Activity Director served as the Faculty Development Coordinator for the Seattle Community Colleges from 1987 to 1989.) The lack of participation was not due to any unwillingness or reticence on behalf of the faculty to avail themselves of professional development activities. Their non-attendance at various activities resulted from scheduling difficulties, logistical problems, and other barriers. The programs traditionally offered by the District's program tended to be oriented toward academic rather than vocational faculty. The Team has done much to alleviate as many of these obstacles as possible by scheduling activities at convenient times on campus and by providing programs that are timely and relevant.

Another avenue that helped to increase participation levels was the use of in-service and certification credits. Several seminars were offered for Occupational Teacher Education (OTE) or university credit as well as for purposes of salary advancement. Another incentive included stipends, a particularly valuable resource for part-time faculty. All of these methods were used to stimulate participation. Faculty from all divisions on campus, full- and part-time, attended workshops, seminars, and teleconferences. They also worked on individual and group projects that were funded as part of the Summer Stipend activity.

## Workshops/Training/Teleconferences

The Faculty Development Team sponsored several workshops designed to address the themes suggested by the grant. Among the workshops offered were:

1. Teaching Students with Limited English Proficiency (11/90)
2. Intercultural Communication (2/91)
3. Outcomes Assessment (2/91 and 5/91)
4. Computer Training (2/91, 3/91, 4/91, 5/91, 8/91, 9/91)
5. Learning Communities (4/91)

The SSCC Faculty Development Team also provided faculty with access to several interactive teleconferences. These were attended by faculty, administrators, and classified staff and represented another method of disseminating information of relevance and importance. The programs sponsored were: "Women's Paths to Power"; "Out of the Red"; and "Historical and Cultural Perspectives on Washington's Hispanics." There appears to be promise for this medium. The fact that the consortium will be working with the Washington Community College Computing Consortium should be viewed as a positive part of the overall program.

## Mentoring Institutions

A major activity of the program was the "Mentoring Institutions" component. This took several forms, but the most popular was the seminar. Three quarter-long, thirty hour courses were taught by faculty from universities in the Puget Sound region. The seminars for 1990-1991 were:

1. Computer-Based Instructional Design (Winter). Instructor: Dr. Frank Roberts, Western Washington University.

2. Learning Styles (Spring). Instructor: Marti Russell, Seattle Pacific University.

3. Program Evaluation (Spring). Instructor: Dr. John Smith, University of Washington.

These seminars were rather successful. They were well-attended, well-received (as determined by evaluations done by participants), and effective. In several instances, most notably with the Computer-Based Instructional Design and Learning Styles seminars, participating faculty have requested follow-up activities that deal with similar or related themes.

Among the other activities that were implemented under this category were:

-"Diversity in the Workplace": A presentation for the Automotive Division.

-Learning Styles presentation for OTE 105: The project funded a guest speaker for the class.

-"Families in Crisis": A presentation for the Home and Family Life Division.

-Washington Association for Developmental Education: Faculty attended the annual conference.

-President's Day: A series of workshops and presentations were supported by the project.

Perhaps the most important feature of this activity is the fact that so many campus constituencies were served. Faculty from all areas attended the seminars of general interest, and the grant was able to support activities that were specific to the needs of smaller groups.

## Consultants

In addition to providing several of the activities listed above, consultants played important roles in the program. First, a "multi-cultural expert" was retained and charged with writing a report that could be used by the Team and the college for planning purposes. Frederick Alcorn, Jr., of Alcorn and Associates submitted his report to the Team. This will be a valuable resource and will allow for more effective and coordinated efforts in the area of multi-cultural education. It will also be forwarded to the campus Cultural Diversity Committee, an entity that has been working closely with the Team in providing training for faculty and staff.

The other main use of consultants was the Planner/Evaluator. Dr. John Smith, Professor of Education at the University of Washington and noted expert on program evaluation, completed an evaluation on the first year's activities. In this effort, Dr. Smith designed an evaluation plan that captured the data that is required in the grant's guidelines. The instrument will also be useful in subsequent years. The conclusions reached by Dr. Smith indicate that the Team has made significant progress in addressing the needs of all faculty on campus and has met the Performance Evaluation Measures for the first year of the project.

## Faculty Resources

The SSCC Faculty Development Program has been instrumental in providing faculty with much improved access to resources that help them to implement positive changes in their classrooms. One obvious resource is equipment. Computers, printers, and projection devices have been purchased for faculty use. Instructors now have easier access to hardware and software that will allow them to keep pace with new and emerging technologies and to prepare them for future faculty development activities, most notably the WCCCC project.

A handbook that includes information from many of the workshops and seminars as been prepared for the faculty and administration. Descriptions of Faculty Development sponsored activities were also included in an effort to encourage others to submit proposals and to participate in various activities in the future.

Another important activity that was initiated was the establishment of a Faculty Resource Room in the Library. The Faculty Development Team purchased books, videos, computers (both IBM and MacIntosh), printers, and other materials that faculty can use at their own convenience. In addition to providing valuable access to some important resources, this activity is also indicative of the Team's commitment to working with other divisions on campus in order to meet the goals of the entire project.

## Summary

Several challenges still confront the Faculty Development Team. In order to continue to develop and implement activities that meet the needs of both academic transfer and vocational instructors, the Team must be able to respond effectively. An indicator of success in this task is improved levels of participation in all phases of the project. It is important, therefore, to maintain the lines of communication between the Team and the college community.

Despite the fact that much work needs to be done in the area of faculty development,the first year of the SSCC Faculty Development Team has been a successful one. The conclusion reached by Dr. Smith indicates this:

> It seems fair to conclude that the South Seattle Community College Faculty Development Program is trying very hard to serve its faculty as the faculty face changes in student demographics and, therefore, needs as learners.
>
> Finally, the faculty, full-time and part-time, appears to be doing its part by responding to the changing needs of its student body. Instructors are making every effort to obtain the necessary information to make changes in their own teaching practices by enrolling in the appropriate classes and workshops.

The funds provided by the Title III Cooperative project have been used to meet the needs of faculty on this campus. The Faculty Development Team members have done much to make this an effective and highly regarded addition to the campus. Year Two promises to be an exciting and productive one.

# Section 2

# WORKSHOP MATERIALS

This section contains information and materials that were used in several presentations that the Faculty Development Team sponsored this past year.

Additional materials for these and other presentations may be found in the Faculty Resource Room in the Library and/or in the Title III Coop Office (SC220A).

The following materials go along with "Seminar in Teaching Techniques to Use for The Limited English Proficiency Student," given by Sara Baldwin. This will help explain those handouts which are not self explanatory. The second page, from the SSCC foreign student orientation, is meant to give students an idea of what is expected of them in American college classes. The third, fourth, and fifth pages are Joan Stover's Geography 100 syllabus chosen because the expectations and requirements are so clearly spelled out. It shows a variety of testing formats. Study questions and analysis problems help make the text more compehensible. The culminating assignment is to have students create a geography scrapbook which enables both native and LEP students to show how they've assimilated the class material in a format that is less threatening than a research paper. There are two articles from Learning in Groups (in the bibliography) utilizing cooperative learning techniques that could be useful in college classes with a large LEP population. Next, there is a sheet detailing the receptive skills that are necessary to be a competent reader or listener. Teachers might work with students on practicing these skills when working with the textbook in class. The last pages, including the page entitled, "ESL Techniques That Work in Regular Classes," are practical ideas to use in the classroom.

# FACULTY DEVELOPMENT

**1500 Harvard Avenue MS 1DO 100**
**Seattle, WA 98122**
**587-4103**

## SEMINAR IN TEACHING TECHNIQUES TO USE FOR THE LIMITED ENGLISH PROFICIENCY (LEP) STUDENT

Do you have some LEP students in your class who you feel aren't "getting it?"

In this seminar we will attempt to survey a number of techniques and ways of preparing materials that might make a difference in how much LEP students learn.

This will be a two-hour seminar in which participants will be actively involved.

**FRIDAY, NOVEMBER 16**
**12 noon to 2 p.m.**
**S.S.C.C./Room: ET 120**
**Presenter: Sara Baldwin**

**Sara Baldwin** will conduct this workshop. Her extensive experience and expertise in working with LEP students is a valuable resource for all teachers who work with our diverse populations. Sara is the Coordinator/Instructor of the Intensive English Program and an ESL instructor at Duwamish. She has also presented "Teaching English as a Second Language" at Seattle University to public school teachers.

With prior approval, .2 salary credits may be earned.

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REGISTRATION FORM "TEACHING TECHNIQUES FOR LEP STUDENTS"

Name______________________________Mailstop________________________

Division____________________________Telephone_______________________

**Please return the lower part of this form** to Title III - Faculty Development, c/o Mark Palek, 4RS 160, by November 15.

The following materials go along with "Seminar in Teaching Techniques to Use for The Limited English Proficiency Student," given by Sara Baldwin. This will help explain those handouts which are not self explanatory. The second page, from the SSCC foreign student orientation, is meant to give students an idea of what is expected of them in American college classes. The third, fourth, and fifth pages are Joan Stover's Geography 100 syllabus chosen because the expectations and requirements are so clearly spelled out. It shows a variety of testing formats. Study questions and analysis problems help make the text more compehensible. The culminating assignment is to have students create a geography scrapbook which enables both native and LEP students to show how they've assimilated the class material in a format that is less threatening than a research paper. There are two articles from Learning in Groups (in the bibliography) utilizing cooperative learning techniques that could be useful in college classes with a large LEP population. Next, there is a sheet detailing the receptive skills that are necessary to be a competent reader or listener. Teachers might work with students on practicing these skills when working with the textbook in class. The last pages, including the page entitled, "ESL Techniques That Work in Regular Classes," are practical ideas to use in the classroom.

RS
Friday 179

Dr. J. Stover
Office: RS 179
Fall Quarter 1990

## GEOGRAPHY 100
### Introduction to Geography

Text: World Regional Geography by Wheeler and Kostabade

Description:

Geography is a description of the earth. Introduction to Geography provides the opportunity to examine the concepts and ideas that form the basis of the modern fie of geography. The content of the course is organized around the accepted research traditions in geography in earth-science, culture-environment, location, and area analysis. The purpose of the course is to concisely and clearly convey the nature of the field and the logical interconnections of its parts.

Course Objectives:

1. To learn about people.
   (What kind? How many? Where located? Why there? Quality of life? Problems?)
2. To learn about land.
   (How much? What kind? Where located? What of it?)
3. To learn about associations within places and between places.
4. To learn about the cultural landscape by identifying the cultural components, origins and sites of change.
5. To learn about world regional economies.
   (What kind? How based? How productive? Why?)
6. To learn about world spatial order.
   (Patterns - Pattern correlation - Regions - Systems)

In order to accomplish the above objectives you are asked to read approximately 40 pages in your text each week, write-out study questions and analysis problems, and assemble a scrapbook. Your instructor will lecture nearly every class day. Occasio films and/or videos will be viewed and discussed. Extensive use of the Map-Pak that came with your text will be made in different ways.

Class assignments and quizes will usually follow the schedule below.

Monday - Turn-In assigned study questions and take quiz on text readings
Tuesday - Lecture and Discussion
Wednesday - Map-Pak Quiz
Thursday - Lecture and Discussion
Friday - Assay and Analysis problems due as assigned

| Week Beginning | World Sector |
|---|---|
| September 24 | Introduction |
| October 1 | Middle East |
| October 8 | Africa |
| October 15 | Africa |
| October 22 | Soviet Union |
| October 29 | Orient |
| November 5 | Orient |
| November 12 | Latin America |
| November 19 | Pacific World |
| November 26 | Europe |
| December 3 | Anglo America |

The Monday Text quiz will contain about 20 questions. The nature of the questions will change over the course of the quarter. The first quiz will be multiple-choice. Later quizes will contain additional objective type questions such as true-false and matching items.

The Wednesday map quiz will be based on a hand-out covering the assigned study maps.

Study questions and an analysis problem will be distributed on a weekly basis. These assignments will be partially completed during class time. From time-to-time you may wish to use colored pencils, pens or crayons for the assignments.

Each student is to create a geography scrapbook. Details of the scrapbook will be discussed in class. The scrapbook is to be divided into nine sections to parallel the content of each World Sector studied and the Introductory Material. Each section will include two parts (1) the item you have collected (This could be a clipping, object, etc.) and (2) a written discussion explaining the connection between the text sections and what you have collected. This discussion will usually be a one paged thoughtful article. Your scrapbook is recommended to demonstrate the different geographic systems. It is neither desireable or practical that more than 2 or 3 geographic systems be described per world sector.

Geographic Systems

Political Geography
Urban Geography
Cultural Geography
Geography of Development

Population Geography
Historical Geography
Medical Geography

Climatology
Economic Geography
Geomorphology

## Class Policies

No food or drink is to be brought into the classroom at any time.

Your instructor is always available by appointment and often available for drop-in meetings between 12:00 and 1:00pm in RS 179.

Class attendance is required for a full understanding of the course and is vital to achieving an understanding of cultural geography.

Due to scheduling problems of films and/or videos, it will not usually be possible to make-up a missed one.

No make-up quizes will be given unless the absence was the result of an unavoidable serious accident, a death in the family, or a serious illness. Exceptional circumstances must be verified by an appropriate third party, i.e., a police report a funeral notice, or a note from the student's doctor stating the patient's inabili take the test.

Homework must be turned-in on the date it is due. However, no grade penalty will b given if it is no more than one day late. After the grace day, the homework will not be accepted for grading.

In order to prevent an unavoidable absence from a quiz adversely affecting a studen grade, the lowest score on a film quiz, a map quiz and a text quiz will each be dropped. If a student misses a quiz, that would automatically count as his/her dropped quiz.

## Grading Policy

Your course grade will be determined from attendance, homework, study questions and analysis problems, video quizes, map quizes, text quizes and a scrapbook.

There are 1000 possible points that can be earned this quarter. They are distribut in the method described below:

| | |
|---|---|
| Attendance | 100 |
| Homework study questions | 100 |
| Homework analysis problems | 100 |
| Film or video quizes | 100 |
| Map quizes | 200 |
| Text quizes | 200 |
| Scrapbook | 200 |
| Total Possible | 1000 |

Your numerical grade for the term will be determined by the percentage of the possible points you earn.

| | |
|---|---|
| 100 - 90 | 4.0 - 3.5 |
| 89 - 80 | 3.4 - 2.5 |
| 79 - 60 | 2.4 - 1.5 |
| 59 - 50 | 1.4 - 0.7 |

If there are any questions or anticipated difficulty in meeting these requirements, please contact your instructor immediately.

All cheating or irregular behavior will be reported to the Dean of Instruction for appropriate action.

Vocational-Technical
Teacher Education

# Information Sheet

Learners retain:

10% of what they read
20% of what they hear
30% of what they see
50% of what they see and hear
70% of what they say
90% of what they say and do

Studies indicate that, in general, people tend to remember in accordance with the following percentages:

10% Reading, probably the most commonly used technique for "furthering instruction", appears to be on the lowest level, with only 10% retention. Why then the emphasis on outside or correlated readings?

20% Hearing does not fare much better with only 20% retention. Could this have implications for those who lecture only?

30% Seeing may be believing, but it is not remembering. With only a 30% retention of the things that are seen, we might well question the effectiveness of bulletin boards, charts, and other visuals that are merely displayed and not taught.

50% Combining hearing and seeing in one presentation apparently also combines the percentages of retention involved. Getting better now, but could this have a bearing on discussion following the visualized lesson?

70% A 70% retention of information that is said by the learner. Remember the technique of having class members summarize the lesson in their own words.

90% Every teacher's dream! When a learner both verbalizes and performs a task he remembers 90% of the information. Could this call for role-playing and dramatization techniques?

While the figures above are only approximate, and subject to exceptions, they do give indications as to how teaching techniques might well be improved a all levels of instruction. Your listener may learn much from what you SAY, but they retain it, and what is more important, do they apply it?

WASHINGTON
ACADEMY *of* LANGUAGES

Summary of the Main Points from "What is expected of Graduate Students in the U.S."

Foreign students have to make many adjustments when they begin college/university studies in the U.S. In the U.S. college/university students:

--have to take some pre-requisites before starting their academic major.
--have a large amount of work to do for the courses they take. This includes reading, written assignments, and in many fields (computer/engineering, biology, etc.) laboratory or other practical work.
--need to begin studying at the beginning of the term, rather than waiting until later and they studying for one final examination.

Students from other countries will notice that in classes in the U.S.:

--students are usually expected to speak up in class, offering their opinions or raising questions.
--students and teachers usually treat each other informally. Students sometimes call teachers by their first name, and teachers may not dress differently from the way students dress.

--students do not tend to help each other with their studies as much as they do in many other countries. They often seem to be competing with each other to get better grades.

To succeed in college/university studies in the U.S., students need to learn how to:

--read or skim a large amount of written material, looking for the main points.
--analyze material from their courses, making their own judgements about what is right and wrong or more or less appropriate, or more or less helpful.
--synthesize (bring together and combine) material from many sources and produce their own ideas or evaluation (reports and research papers!)
--schedule their use of time in order to complete their assignments by the dates on which they are due.
--determine which teachers encourage students to raise questions or challenges in class, and which prefer students to be quieter.
--handle laboratory equipment (in lab courses required)
--use computers (for most courses of study)
--complete examinations in a limited amount of time.
--go to the teacher with questions or problems about a course.

It is helpful to discuss these and other ideas with classmates, both other international students and American students.

*98 Yesler Way . Seattle Washington [illegible]04-2524 . United States of America 206·682·4463 Telex RCA 296 736 UR*

" Communicating with Students with Limited English Skills : 5 EASY STEPS"
by Florence Young – Second Language Approaches For Vocational Educators

## WHEN COMMUNICATING WITH NON-NATIVE SPEAKERS OF ENGLISH....

### LANGUAGE:

Reduce your use of slang.
Stay away from idioms (e.g., "Can you give me a hand?").
Try to eiminate reduced forms (e.g., "Did 'ja..?" "Aren't cha..?").
Choose simple words (e.g., 'late' instead of 'tardy', 'try' instead of 'attempt').

### COMMUNICATION:

Speak slowly and clearly (not more loudly!).
Use examples and demonstrate (when possible) when explaining something.
Review or summarize procedures (stay away from "Do you understand?").
Be prepared to change your manner of communicating if you see that you are not getting through to the other person -- experiment with different ways of explaining.

### NONVERBAL COMMUNICATION:

Try not to exaggerate gestures or facial expressions (e.g., "Huh? I don't understand! " with a look of astonishment or indignation).
Use supportive facial expressions and body stance when speaking.
Don't jump to conclusions as to what the other person's nonverbal expression may mean (e.g., a seemingly blank face doesn't necessarily mean. "I'm not listening.").

### ATTITUDES:

Communicate a patient attitude when speaking and listening (things always take more time).

Give the speaker plenty of time to express him or herself.

Don't fill in the words immediately for the non-native speaker of English -- allow some silence (he or she may be more comfortable with the silence than you are).

Don't jump to the conclusion that a problem or conflict is an interpersonal one. It may very well be culturally-based. Assume that some conflicts stem from different cultural conditioning.

Describe what is happening when there is a conflict with a non-native speaker of English before interpreting the meaning. Try to find a cultural "informant" to help you understand the situation.

Appreciate cultural differences and use them as a mirror to learn more about your own culture.

Be flexible and tolerate the ambiguity of a situation that is not immediate clear to you.

## STRATEGY: Adapt Vocational Instructional Materials[2]

A. Supplement reading materials (e.g., texts, lab manuals, technical manuals).

   1. Provide other activities to teach or reinforce concepts presented in text.

   2. Provide additional visuals to illustrate concepts.

   3. Provide brief outlines or student guides in simplified English or in native language.

B. Highlight key points and language material.

   1. Teach students to use index graphs, chapter headings and other resources to skim content and identify salient concepts.

   2. Circle, underline or mark important words and statements prior to giving it to the student.

   3. Utilize fill-in-the blank type assignments focusing on the essential, important concepts from books. Allow open-book completion of the assignments.

C. Adapt or rewrite materials into a simpler English. If time is a problem, you may want to rewrite only the introductory or main paragraphs.

   1. Use simple sentences; only one clause--four to six words.

   2. Use only simple phrases and avoid passive tense.

   3. Use only one concept per sentence.

   4. Eliminate unnecessary description.

   5. Substitute short, common synonyms for words that may be unfamiliar to students.

   6. Use illustrations for words whenever possible.

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# ESL Techniques that Work in Regular Classes

1. BREAK MATERIAL DOWN INTO SMALL CHUNKS.

2. CHECK FOR COMPREHENSION OFTEN AND IN DIFFERENT WAYS.

3. STATE THE OBVIOUS; MAKE YOUR EXPECTATIONS CLEAR, VERBALLY AND IN PRINT.

4. BE CLEAR AND DETAILED ABOUT WHAT THEIR GRADES WILL BE BASED ON.

5. TEST THEM ON A WIDE VARIETY OF SKILLS, OFTEN AND USING DIFFERENT FORMATS.

6. CREATE STUDY QUESTIONS AND ASSIGNMENTS THAT BREAK DOWN THE READING MATERIAL INTO COMPREHENSIBLE CHUNKS.

7. PROVIDE OPPORTUNITIES FOR STUDENTS TO DO ALTERNATE OR PLAN B-TYPE PROJECTS.

8. USE LOTS OF VISUALS, EXAMPLES AND REDUNDANCY OF CORE MATERIAL.

9. LOOK AT CORPUS OF BASIC VOCABULARY; HELP THEM TO REMEMBER IT BY BREAKING IT DOWN INTO ROOTS, PREFIXES AND SUFFIXES.

10. IF USING ESSAY QUESTIONS, REMEMBER THAT ITS EASIER TO COMPARE, CONTRAST, DEFINE, AND GIVE EXAMPLES THAN TO ANALYZE AND FORM JUDGEMENTS.

11. TRY TO INCORPORATE SOME WORK ON SKIMMING, SCANNING, GUESSING AT MEANING, PREDICTION, DISCOURSE PATTERNS INTO DAILY LESSONS

12. EXPERIMENT WITH PRESENTING SOME MATERIALS BY MEANS OF GROUP LEARNING.

## Strategies for Meeting the Needs of a Diversity of Students in the Classroom

On the following pages, you will find information that was presented at the Faculty Development-sponsored workshop entitled "Strategies for Meeting the Needs of a Diversity of Students in the Classroom." Jan Maher and Doug Selwyn from Local Access conducted the workshop on September 26, 1991. They discussed instructional methods and techniques that are effective in culturally diverse classrooms.

If you have any questions concerning any of their materials, call the Title III Coop Faculty Development Office for more information.

SEPTEMBER 26, 1991

# SOUTH SEATTLE COMMUNITY COLLEGE

## WORKSHOP TOPICS

I. Philosophy of education

II. Perceptual differences: learning styles, multiple intelligences, and locus of control

III. Multiculturalism on a personal level

IV. Problem solving

V. What is already working?

VI. Suggested strategies and resources

VII. Comments and questions, à la Tierny

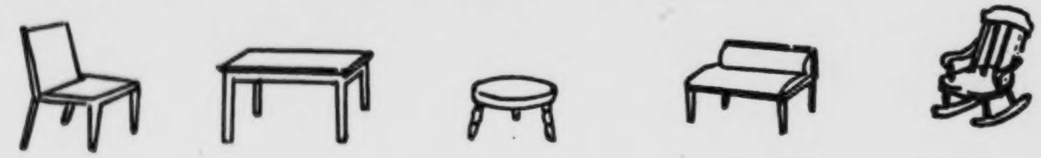
VIII. Effective lesson planning

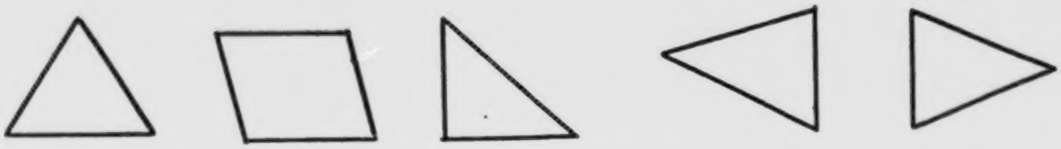
IX. Closing comments and questions

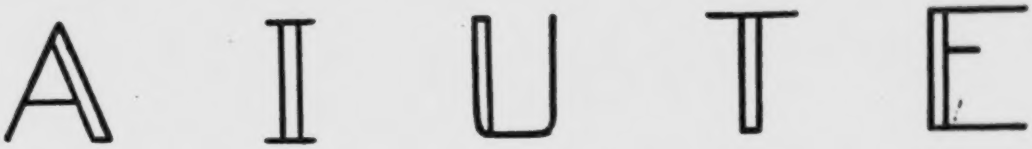
LOCAL ACCESS
118 27TH AVENUE EAST
SEATTLE, WA 98112
(206) 329-4883

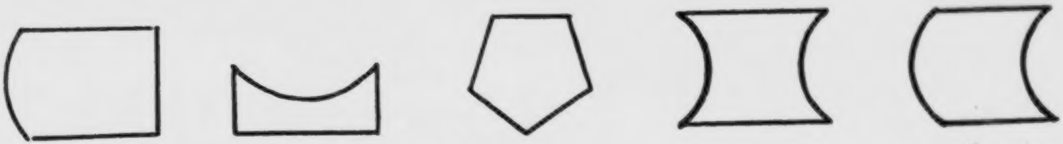
# SPOT THE STRANGER

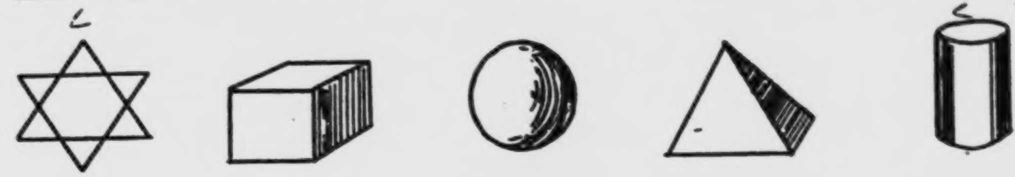
Which picture in each group does not belong with the other four?

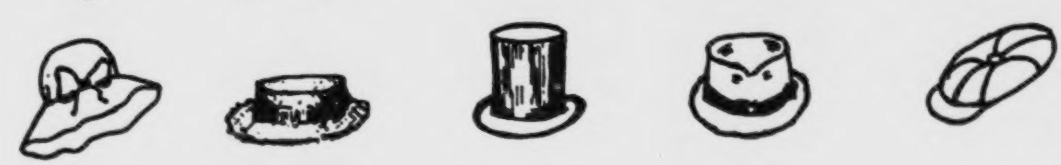


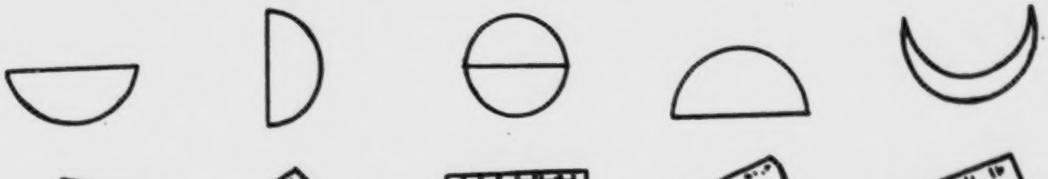


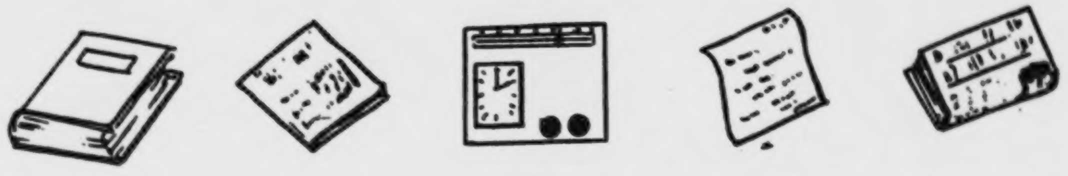


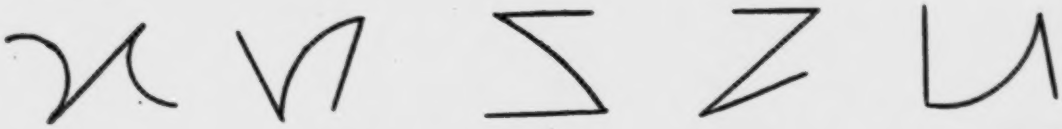


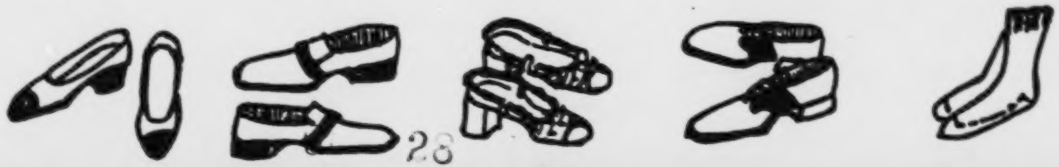












# LEARNING STYLES

- EQUAL IN VALUE
- LIFELONG
- TWO MAJOR TYPES:
  - field dependent
  - field independent
- SCHOOLS FAVOR FIELD INDEPENDENT
- MANY LEARNERS ARE FIELD DEPENDENT

# MULTIPLE INTELLIGENCES

- SEVERAL DISCREET INTELLIGENCES
- SCHOOLS TEND TO MEASURE/ VALUE NARROW BAND
- TECHNOLOGY AFFECTS WHAT WE VALUE
- CULTURE AFFECTS WHAT WE VALUE
- MULTIPLE APPROACHES ENHANCE LEARNING FOR ALL STUDENTS

## SOME ADDITIONAL STRATEGIES

We can enhance learning for all students if we:

- Offer alternatives to essay assignments when appropriate.
- Strike a balance between individual work and group work.
- Structure small group work to encourage full participation.
- Provide materials in more than one way (printed, through discussion, overheads and visual displays, etc.).
- Provide detailed lecture notes (ahead of time, if possible). Notes can be left at the reserve desk of the library for students who wish to review them.
- Allow students to tape record lectures and discussion.
- Provide structured reading guides.
- Invite questions and concerns early and often.
- Practice test forms that will be used to develop student confidence about individual performance on tests.
- Explain rationale for how assignments are to be completed.
- Allow students to redo assignments for higher grades.
- Be clear about evaluation systems. In giving non-traditional assignments, explain the criteria for successfully completing the assignment ahead of time.
- Look for possible peer tutor and mentor relationships for students who are having difficulty.
- Direct students to campus support services that can assist them.
- Check requirements and expectations against the "real world."
- Provide low-risk opportunities for students to practice expressing their ideas in writing (such as journal writing, written conversations, etc.)
- Look for ways to take advantage of the diversity in classrooms. The students themselves are tremendous resources.
- Encourage students to examine their own learning styles, and to plan accordingly.

BEST COPY AVAILABLE

## LESSON PLAN WORKSHEET

Lesson title:

Student learning objective(s):

Who's in the class?

Specific teaching strategies:

Preparation and materials required:

Anticipated concerns:

Potential responses:

Method(s) of evaluation:

Personal educational goals/philosophy:

- Is this lesson consistent with my personal philosophy?

- If not, is that o.k.?

## CAMPUS AND COMMUNITY SERVICES

On campus:

| | |
|---|---|
| Department of Student Success | 764-5326 |
| College Transfer Department | 764-5371 |

In the community:

| | |
|---|---|
| Community Information Line | 461-3200 |
| Asian Couseling & Referral Service | 461-3606 |
| Black Family Center C C S | 328-5775 |
| Center for Career Alternatives | 723-2286 |
| Chinese Information & Service Center | 624-5633 |
| Concilio for the Spanish Speaking of King County | 461-4891 |
| Consejo Counseling & Referral Service | 461-4880 |
| El Centro de la Raza | 329-9442 |
| Employment Opportunities Center | 725-8200 |
| Refugee Federation Service Center | 323-9365 |
| Seattle Indian Center | 329-8700 |
| Seattle Urban League | 461-3792 |
| United Indians of All Tribes Foundation | 325-0070 |
| Community Service Center for the Deaf and Hard of Hearing (Voice) | 322-4996 |
| Deaf-Blind Service Center (Voice & TDD) | 323-9178 |
| Hearing Speech & Deafness Center | 323-5770 |
| Learning Disabilities Ass'n of WA | 882-0792 |
| Paralyzed Veterans of America NW | 241-1843 |
| Resource Center for the Handicapped | 362-2273 |
| WA Library for the Blind and Physically Handicapped | 464-6930 |

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Chilcoat, George W. "How to use the comic book as a creative idea to teach history." **Southern Social Studies Quarterly** 13 (3), Spring, 1988, 18-32.

------------------. "Visualizing the 1930s in the classroom: Depression pop art." **The Social Studies** 78(3), May/June, 1987, 109-113.

Clark, Barbara. **Optimizing Learning: the integrative education model in the classroom.** Columbus, Ohio: Merrill, 1986

Cohen, Rosalie A. "Conceptual Styles, cultural conflicts, and non-verbal tests of intelligence." in Roberts, Joan I. and Sherrie K. Akinsaya, eds. **Schooling in the Cultural Context.** New York: David McKay, 1976.

Coles, Robert. **The Call of Stories.** Boston: Houghton Mifflin, 1989.

Editors of the Foreign Policy Association. **A Cartoon History of United States Foreign Policy, 1776-1976.** New York: Wm. Morrow and Company, 1975.

Eisner, Elliot W. "The role of the arts in cognition and curriculum." **Phi Delta Kappan** 63, September, 1981, 48-52.

Ellison, Launa. "Recent brain research and its educational implications." unpublished manuscript, Launa Ellison, 3348 47th Avenue South, Minneapolis, Minnesota, 55406, August 8, 1988.

Eulie, Joseph. "Creativity: its implications for social studies." **The Social Studies 75**(1), Jan/Feb, 1984, 28-31.

Fowler, Charles B. **Arts in Education-Education in Arts:entering the dialogue of the 80s.** National Endowment for the Arts, 1984.

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----------------. **Faces and Masks.** New York: Pantheon, 1987.

----------------. **Century of the Wind.** New York: Pantheon, 1988.

Gardner, Howard. **Frames of Mind.** New York: Basic Books, 1983.

Gilbert II, Shirl E. and Geneva Gay. "Improving the success in school of poor black children." **Phi Delta Kappan** 67(2), October, 1985, 133-138.

Guild, Pat and Stephan Garger. **Marching to Different Drummers.** Alexandria, Va: Association for Supervision and Curriculum Development (ASCD), 1985.

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Hale-Benson, Janice. **Black Children: their roots, culture and learning styles**. Baltimore: John Hopkins University, 1986.

Levy, Jerre. "Children think with whole brains: myth and reality." **Student Learning Styles and Brain Behavior**. National Association of Secondary School Principals, 1982. Chapter 2, .173-183.

Postman, Neil. **Amusing Ourselves to Death: public discourse in the age of show business**. New York: Viking, 1985.

Remer, Jane. **Changing Schools Through the Arts**. New York: McGraw-Hill, 1982.

Roberts, Joan I. and Sherrie K. Akinsanya. **Schooling in the Cultural Context: Anthropological Studies of Education**. New York: David McKay, 1976.

Rockefeller, Jr., David, Chairman. **Coming to our Senses**. New York: McGraw-Hill, 1977.

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Small, Christopher. **Music-Society-Education**. London: John Calder, 1977.

Sternberg, Robert J. "Teaching Critical Thinking, part I: Are we making critical mistakes?" **Phi Delta Kappan** 67 no. 3, November, 1985, 194-198.

--------------------. "The Tyranny of Testing." **Learning 89** 17, March, 1989, 60-63.

Witkin, H.A., D.R. Goodenough, C.A. Moore and P.W.Cox. "Field-Dependent and Field-Independent cognitive styles and their educational implications." **Review of Educational Research** 47 (1), Winter, 1977, 1-64.

## Section 3

# OUTCOMES ASSESSMENT

The list on the following pages was prepared by George Neff and Randy Nelson for their presentation "Outcomes Assessment Literature" which was sponsored by the Faculty Development Team.

George and Randy also developed an annotated bibliography of sources relating to outcomes assessment. This and other materials concerning this subject may be found in the SSCC Faculty Resource Room which is located in the library.

(Many of the materials listed are on the shelves in the library. The remaining are on order.)

## SOUTH SEATTLE COMMUNITY COLLEGE
## INSTRUCTIONAL RESOURCES SERVICES

# OUTCOMES ASSESSMENT

### MAY 28, 1991

| | |
|---|---|
| LB<br>3051<br>A87<br>1988 | *Assessing Students' Learning.* James H. McMillan, Ed. San Francisco: Jossey-Bass, 1988. |

## ON ORDER

| | |
|---|---|
| Astin, Alexander | *Assessment for Excellence.* Macmillan, 1990. |
| Banta, Trudy W. | *Implementing Outcomes Assessment.* Jossey-Bass, 1988. |
| Beidler, Peter G. | *Distinguished Teachers on Effective Teaching.* Jossey-Bass, 1986. |
| Bergquist, William H. | *Planning Effectively for Education.* Jossey-Bass, 1986. |
| Bryson, John M. | *Strategic Planning for Public and Non-profit Organizations.* Jossey-Bass, 1988. |
| Civikly, Jean M. | *Communicating in College Classrooms.* Jossey-Bass. |
| Cones, James H. | *Teaching Minority Students.* Jossey-Bass, 1983. |

Cross, K. Patricia *Adults as Learners.* Jossey-Bass, 1981.

Cross, K. Patricia *Accent on Learning.* Jossey-Bass, 1981.

Cross, K. Patricia *Classroom Assessment Techniques.* National Center for Higher Education Management, 1988.

Dillman, Don *Mail and Telephone Surveys.* Wiley, 1978.

Donald, Janet G. *Using Research to Improve Teaching.* Jossey-Bass, 1985.

Ebie, Kenneth *Improving Teaching Styles.* Jossey-Bass, 1980.

Erwin, T. Dary *Assessing Student Learning and Development.* Jossey-Bass, 1985.

Ewell, Peter T. *Assessing Educational Outcomes.* Jossey-Bass, 1985.

Ewell, Peter T. *Information on Student Outcomes.* National Center for Higher Education Management, 1983.

Ewell, Peter T. *The Self-Regarding Institution: Information for Excellence.* National Center for Higher Education Management, 1984.

Gabelnick, Faith et al *Learning Communities: Creating Connections Among Students, Faculty, and Disciplines.* Jossey-Bass, 1990.

Gray, Peter J. *Achieving Assessment Goals Using Evaluation.* Jossey-Bass, 1989.

Halpern, Diane *Student Outcomes Assessment.* Jossey-Bass, 1987.

Harris, Sherry S. *1990-91 Accredited Institutions of Post-Secondary Education.* Ace MacMillan, 1991.

Hogarth, Charles P. *Quality Control in Higher Education.* University Press of America, 1987.

Hutchings, Pat *Knowing and Doing: Learning through Experience.* Jossey-Bass, 1988.

Jacobi, Maryann et al *College Students Outcomes Assessment.* Association for the Study of Higher Education, 1987.

| | |
|---|---|
| Legg, Sue M. | *Cognitive Assessment of Language and Math Outcomes.* Ablex Pub., 1990. |
| McLeod, Susan | *Strengthening Programs for Writing Across the Curriculum.* Jossey-Bass, 1988. |
| McMillan, James | *Assessing Students' Learning.* Jossey-Bass, 1988. |
| Morrison, James et al | *Applying Methods and Techniques of Futures Research.* Jossey-Bass, 1983. |
| Nichols, James O. | *Institutional Effectiveness and Outcomes Assessment on Campus.* Agathon, 1989. |
| Reed, Melvyn et al | *Handbook of Statistical Procedures ...* Ace Macmillan, 1991. |
| Seldin, Peter | *Coping with Faculty Stress.* Jossey-Bass, 1987. |
| Srivastva, Suresh | *Executive Integrity.* Jossey-Bass, 1988. |
| Stark, Joan S. | *Improving Teaching and Learning through Research.* Jossey-Bass, 1987. |
| Svinichi, Marilla | *The Changing Face of College Teaching.* Jossey-Bass, 1990. |

Touchton, Judith *Factbook on Women in Higher Education.* Ace-Macmillan.

Vaughn, George et al *Issues for Community College Leaders in a New Era.* Jossey-Bass, 1983.

Weaver, Frederick *Promoting Inquiry in Undergraduate Learning.* Jossey-Bass, 1989.

Yancy, Bernard *Applying Statistics in Institutional Research.* Jossey-Bass, 1988.

Young, Robert et al *College Teaching and Learning: Preparing for New Commitments.* Jossey-Bass, 1988.

Zemsky, Robert *Structure and Coherence: Measuring the Undergraduate Curriculum.* Jossey-Bass, 1988.

*Assessing Institutional Effectiveness.* University of Georgia, 1989.

*Digest of Education Statistics 1990.* GPO, 1990.

*The Effect of Assessment on Minority Student Participation.* Jossey-Bass, 1990.

*In Search of Quality.* P. Lang, 1990.

*Signs and Traces: Model indicators of Student Learning..* .Office of Educational Research, 1989.

## A. National Policy

National policy in education in general and outcome assessment in particular is undergoing a serious re-examination. Policy makers are starting to focus on these subjects because of a growing feeling that something is seriously wrong with education in America. Outcome Assessment, more than anything else, is an attempt by policy makers to measure the quality of education, and assessment appears to be here to stay.

According to one recent article, "New federal regulations that require all regional accrediting agencies to "place greater emphasis on the consistent assessment of student achievement as a principle element in accreditation process" will have a large impact on student development professionals."

Further evidence of this trend is contained in a survey of the state legislatures conducted by the National Conference of State Legislatures in January of 1989. According to the survey: "Accountability is hot. The rising interest in the issue is demonstrated in our survey's results: accountability emerged as the second most frequently mentioned priority for the 1989 legislative sessions, with 50 chairs ranking it a top issue." "Legislatures are more concerned than ever about ensuring that America's education system is both effectively educating students and adequately preparing them for the workforce. Legislators are increasingly specifying desired results in areas of student achievement and teacher and school performance. States are devising new ways to assess students and school performance and in many cases, are tying results to rewards and sanctions. Finances are being linked to school quality and improvement..."

**B. Current Practices**

The growing national concern with outcome assessment is clearly demonstrated by the commitment of the following organizations to outcome assessment.

Alverno College, Milwaukee, designs and implements general educational outcomes assessment.

The American Association for Higher Education convenes an annual forum, supports descriptive studies of assessment, and provides a referral service.

The Association of American Colleges coordinates assessment programs that rely on visiting examiners.

City University of New York, Research foundation, provides assessment of word processing and writing effectiveness.

Harvard Medical School conducts comparative assessments of traditional and medical school curriculum models.

Harvard University manages cooperative pilots project involving assessment at selected institutions.

Indiana University of Pennsylvania does pre-teacher assessment in a new center that evaluates teaching abilities using classroom simulations.

James Madison University, Harrisonburg, Va conducts assessment in seven broad areas; major, general education, interdisciplinary objectives, affective development, functional skills, alumni, and environment.

Kean College, Union, NJ uses faculty-developed outcomes assessment in each program area.

King's College, Wilkes-Barre, Pa uses outcomes oriented curriculum, complemented by course-embedded assessment programs: emphasis is on "transferable skills of liberal learning" linked with progress in major.

Miami University of Ohio employs comparative assessment of discipline-based and interdisciplinary undergraduate curricula .

Northeast Missouri State University employs value-added approach using standardized tests and uses surveys to assess student growth and evaluate the university.

Rhode Island College develops assessment activities linked to curriculum revision, new advising systems and individualized educational plan.

South Dakota State University reviews general educational outcome assessment instruments after trial use.

State University of New York, Plattsburg, develops new assessment procedures as alternatives to nationally standardized tests.

Texas College and University System defines college-level skills in reading, writing and mathematics for subsequent adoption by Texas postsecondary system.

### B. Current Practices (Cont.)

University of Kentucky studies value-added approaches to assessing institutional effectiveness.

University of Massachusetts researches and develops computer-assisted problem-solving skills.

University of New Mexico is developing a self-assessment center for medical students.

University of Tennessee, conducts a comprehensive assessment program.

### C. Washington State

The policy makers of the State of Washington mirror the national concern with the quality of education and the desire to measure quality through outcome assessment.

Current house and senate budget provisos for state colleges and universities provide each institution with $400,000 for outcome assessment while community colleges are given $3,460,000 in total.

In October 1990 the Washington State Board for Community College Education published a report titled "Vocational Outcomes in Washington Community Colleges Baseline Report..." in response to requests by the Washington Higher Education Coordinating Board.

In the latest version of ESHB 1023, the State Senates' Education reform bill directed at K-12, the subject of outcome assessment is addressed in some detail including specifications for comprehensive, statewide assessment of all students in reading, writing, mathematics, language, history, geography, economics, and science and technology in grades four, eight and eleven.

### D. South Seattle Community College

South Seattle Community College is also gearing up for outcome assessment in response to the above national, regional and state level concerns and trends. The foundation for the South Seattle program is a review of the literature. The literature review is intended to help the college position for success in outcome measurement. It is hoped that the following materials help accomplish this goal.

**Articles and Books on Outcome Assessment Activities (Cont.)**

Medical Education A12

Nursing Students A29

Persistence, Retention and Graduation Rates A3

Psychology Majors, Undergraduate A20

Student Learning and Development B1
Student Learning A41

Teacher Training A32

Theological Education A37

Trade and Technical Schools A10

Transfers A1

Universities (4) A5

### 2. Associations and Events

The following is a partial list of associations and events in the field.

Selected associations include the following:

American Association for Higher Education, Washington D.C.
Association of American Colleges, Washington D.C.
Southern Association of Colleges and Schools, Atlanta
Association for Institutional Research
American Association of Community and Junior Colleges
American Association of State Colleges and Universities, Washington D.C.
American Association on Higher Education
American Educational Research Association
Association for the Study of Higher Education
Community College League
National League Nurse
South Eastern Association for Community College Research, Lansing
Virginia Community Colleges Association

(See Appendix 5 for detailed information on these associations.)

Major events in the field include the following:

Annual Meeting of the **Association for the Study of Higher Education**
Annual Conference of the **Community College League of California**
Annual Forum of the **Association for Institutional Research**
Annual Meeting of the **American Educational Research Association**
Annual Meeting of the **Maryland Community College Research Group**
National Conference of the **American Association on Higher Education**
Annual Convention of the **American Association of Community and Junior Colleges**

### 3. Testing Services

The testing services play a unique role in the field of Outcomes Assessment. The services can be viewed as vendors with products to sell in that they derive a substantial amount of income from Outcome Assessment. The services may also be viewed as research partners taking an active role in the development of new information in the field and in the dissemination of this information by conference and by publication. As an example, The Educational Testing Service of Los Angeles and the American College Testing Program of Iowa City sponsored a Conference titled "Assessing Institutional Effectiveness in Community Colleges" which was hosted by the League for Innovation in the Community Colleges of Laguna Hills. It is probably worth while to notice the services when they appear in the background of various activities.

## 4. Other Publishers

A variety of organizations other then the professional associations are actively publishing in the field. These organizations are listed in detail in appendix 2, an index to publishers.

An analysis of the index reveals that Jossey-Bass is clearly the most active house in the field. The Jossey-Bass catalog is available in the library and is considered required reading in the field. Other publishers who appear active include, the ERIC Clearinghouse for Junior Colleges, the National League of Nurses, the Association for Institutional Research (mentioned in the preceding section) and the Community College Review.

## Section 4

# FACULTY DEVELOPMENT PROJECTS

On the following pages, you will find information about various projects that have been supported by the Faculty Development Team. All of the materials and complete reports that were submitted for these projects may be found in the Title III Coop Office (SC 220A) or in the Library in the Faculty Research Office.

The Faculty Development Team encourages you to review the work of your colleagues and make use of the valuable resources they have created.

SOUTH SEATTLE COMMUNITY COLLEGE

Title III Cooperative Office
Faculty Development

**GRANT #** 912

## REPORT ON TITLE III COOP FACULTY DEVELOPMENT GRANT

This form must be completed before your grant award may be processed. (Note: You may attach your report to this cover page if that is more convenient. Just follow the format outlined below.) Please type.

Name Joan Mraz

Division College Transfer Division Phone 764-5371

Title of Activity Learning Communities Development Program

Date(s) of Activity April 15th through July 26th, 1991

**PROGRAM DESCRIPTION**: Describe the format and your participation in the activity. Also, be sure to explain how the program did, or did not meet the Title III Faculty Development goals listed in the Goals/Activities/Budget Guidelines. (Please feel free to attach additional pages.)

The object of this program was to train faculty members in the Coordinated Studies format and to produce one or more Coordinated Studies courses for the 1991-1992 Academic Year. The total project involved a workshop for College Transfer division faculty held April 15th, 1991 by Jean McGregor of the Washington Center to interest faculty in the Coordinated Studies concept; a Spring Curriculum Planning Retreat held May 10th and 11th, 1991 for faculty who expressed an interest in learning more and putting together ideas for coordinated studies classes of their own; and faculty planning sessions to formulate definite plans, produce course materials, etc., for Coordinated Studies courses to be offered the following year.

All goals were met and four faculty members designed two Coordinated Studies courses: Judy Bentley and Randy Nelson will combine Pacific Northwest History and Library Science into a 10-credit-hour format for Spring, 1992, while Bonnie Casey and Kristin Tregillus will combine a cultural awareness course with a writing course for Winter, 1992

(over)

South Seattle Community College defrayed the cost of stipends for the four participants to meet and plan. This came to $641.83 including benefits. Five hundred dollars of this cost will be reimbursed to the College Transfer division through the Title III Coop Faculty Development Grant.

**COMMENTS TO TITLE III COOP FACULTY DEVELOPMENT**: Please comment on the value of this activity. You may want to make recommendations regarding speakers or content for future activities.

The College Transfer division has been attempting for ten years to inaugurate a Coordinated Studies program. During the 1990-1991 Academic Year the first such courses were offered, but by then only a few faculty members understood the concept or planned to offer such courses. The training and planning sessions this past Spring have alerted all College Transfer faculty to the concept and have interested many in pursuing it seriously. Without the Title III Coop Faculty Development grant, the planning sessions would have been impossible and it is unlikely any Coordinated Studies classes would have materialized for the upcoming year.

Return to Title III Coop c/o Mark Palek
By 9/30/91

SOUTH SEATTLE COMMUNITY COLLEGE

Title III Cooperative Office
Faculty Development

**GRANT #** 913

## REPORT ON TITLE III COOP FACULTY DEVELOPMENT GRANT

This form must be completed before your grant award may be processed. (Note: You may attach your report to this cover page if that is more convenient. Just follow the format outlined below.) Please type.

Name Sharon Simes

Division SSCC Library Phone 764-5395

Title of Activity The 1991 ALA Conference in Atlanta

Date(s) of Activity I attended from June 28th through July 2nd.

**PROGRAM DESCRIPTION:** Describe the format and your participation in the activity. Also, be sure to explain how the program did, or did not meet the Title III Faculty Development goals listed in the Goals/Activities/Budget Guidelines. (Please feel free to attach additional pages.)

Please see attached sheet!

(over)

# A Report on the 1991 ALA Confference for the Title III Coop Faculty Development Grant

ALA packed 2000 workshops, programs and sessions int five days including 1000 plus exhibitors. Because of the magnitude of the event, I narrowed my focus on programs and workshops dealing with educational trends such as cultural diversity, information technology, information literacy and bibliographic instruction. Given SSCC library's sizeable periodical collection, I made sure that I attended a session on college and community college serial collections, especially, one covering new develpments in the use of technology to handle maintenance and acquisitions of serials.

The following are some of the highlights of the ALA conference which more than met my goal of the Title III Faculty Development Grant. Several workshops provided an excellent introduction to information literacy. This is a new approach to looking at education that involves empowering students through "resource base" learning of which results in a process of learning that makes students more responsible and an active participant in their own education. More reliance on research and assignments is based on library resources. Creating partnerships between faculty and librarian in the learning process becomes crucial as students learn to locate, evaluate and make use of library information which links to their course work. Essentially, the key is learning how to learn.

The 1990 census reflects major changes and shifts in U. S. demographics. These shifts will have profound impact on how and who we educate. This is just a sample of what I learned in a session dealing with the 1990 census and its influence on educational trends. I could see some of these trends already at work at SSCC. Here are some of the points made in this seminar. More attention and care need to be given to ESL students and more emphasis on multiculturalism is necessary through linking classes and promoting information literacy. We must discover new strategies for encouraging independent and self-directed learning.

Finally, another area of my focus at the conference was on scientific literacy or the lack there of. The low scientific and math literacy levels in our general populace is now a fact of life. The workshop I attended on this matter looked at ways to start turning this around at the community college and college level. Some ideas included faculty and business community partnerships and more direct involvement in primary and secondary schools to librarians making technical collections more accessi ble to instructors.

With thousands of exhibitors available, I didn't walk away empty handed. I saw the latest in computer technology for information storage and access. I gathered an ample amount of publishing house catalogs, information on the latest software programs, and essential material on educational services geared to community college needs. In this alone, the conference was invaluable.

#415

September 12, 1991

To: Mark Palek

From: Jan Orcutt Jan

Re: Completion of Grant Proposal Project to Title III Coop

Enclosed you will find the course descrition, syllabus, and required readings for a project-based Total Quality Management course (QCT 260) for the Quality Control Technology curriculum in the Technical Education department of South Seattle Community College.

## COURSE OUTLINE

DEPARTMENT: Technical Education

CURRICULUM: Quality Control Technology

COURSE TITLE: Total Quality Management

COURSE NUMBER: QCT 260

TYPE OF COURSE: Occupational/Vocational

COURSE LENGTH: One Quarter

CREDIT HOURS: 3

LECTURE HOURS: 33

LAB HOURS: 0

CLASS SIZE: 25

COURSE DESCRIPTION:
Keys to the successful implementation of Total Quality Management (TQM). Fundamentals of TQM will be covered using readings, lecture, and discussion. Apply TQM to your business by creating an Implementation Plan which includes analysis of quality costs, teamwork, customer satisfaction and the development of a mission statement, steering committee functions and prioritized improvement projects. The Improvement Project applies course material to a specific opportunity in your workplace which will result in decreased rates of scrap, rework, or rejected products.

PREREQUISITES: None

COURSE OUTLINE:

## Total Quality Management QCT 260

I. The Vision: Defining Total Quality Management
   A. What is TQM?
   B. Competitive Realities of TQM
      1. Financial Returns
      2. Competitive Advantages
   B. Creating TQM in Your Company: The Primacy of Management Committment

II. Assessment: How Your Enterprise Measures Up
   A. Quality Costs
   B. Teamwork
   C. Customer Focus

III. Creating Constancy of Purpose: Preparing to Implement TQM
   A. Mission Statement
   B. Developing Supportive Objectives and Strategies

IV. The Improvement Process
   A. Functions of the Steering Committee
   B. Effective Diffusion of TQM throughout your Company
      1. Human Factors
      2. Instituting the Continuous Improvement Cycle

V. Statistical Quality Control Tools
   A. Loss Function - Costs from Variation in your Product
   B. Quantifying Variation
   C. Controlling and Reducing Variation
      1. Pareto Analysis
      2. Histograms
      3. Real-Time Process Monitoring; Using Tier, Run, Variable and Attribute Charts
   D. Project Selection

VI. Application (At Your Worksite)
   A. Conduct Improvement Project
   B. Refine Implementation Plan

VII. Conclusions
   A. Report Presentations
   B. Supplier Involvement: Moving TQM Upstream

During Segment VI, the Applications portion, the instructor will conduct on-site consultations to refine the Implementation Plan and to implement the Improvement Project. Classes will not be held during this phase.

# Course Syllabus

## CQT 260 TOTAL QUALITY MANAGEMENT

INSTRUCTOR: Jan Orcutt
631-1547

CLASS HOURS: Wednesday, 6:00-9:00 p.m.

COURSE DESCRIPTION:
Keys to the successful implementaion of Total Quality Management (TQM). Fundamentals of TQM will be covered using readings, lecture, and discussion. Apply TQM to your business by creating an Implementation Plan which includes analysis of quality costs, teamwork, customer satisfaction and the development of a mission sttement, steering committee functions and prioritized improvement projects. The Improvement Project applies course material to a specific opportunity in your workplace which will result in decreased rates of scrap, rework, or rejected products.

COURSE OBJECTIVES:

- Understand the principles of Total Quality Management
- Incorporate these principles in your enterprise:
  - assess company's current position regarding cost of quality, teamwork, customer satisfaction, etc.,
  - develop a clear mission statement and company objectives which incorporate TQM principles,
  - create a plan to implement TQM,
  - select and complete one improvement project.

REQUIRED MATERIALS:

- Ishikawa, Kaoru: What is Quality Control? The Japanese Way, Prentice-Hall, Inc, Englewood Cliffs, N.J., 1985.

- Harrington, H. James: The Improvement Process: How America's Leading Companies Improve Quality, McGraw-Hill Book Company, New York, 1987.

**BEST COPY AVAILABLE**

ASSIGNMENTS:

The focus of this course is on applying classroom and reading material to your business. Assignments will assist you in identifying and applying key concepts.

- There will be 4 in-class quizzes which comprise 20% of the final grade. Sample questions will be provided for study.

- There will be one Implementation Plan, comprised of 6 sections, due at the end of the quarter. This Plan is worth 60% of the final grade. Each section of the Plan (worth 10% each) will be completed throughout the quarter as relevant topics are discussed in class. You are encouraged to continuously revise segments of your report as your understanding of TQM principles improves.

* There will be one Improvement Project, worth 20% of the final grade, during which you will apply TQM principles and execute relevant portions of your Improvement Plan. There will be a 3-week period after Segment V to work on your Improvement Project and refine your Implementation Plan. Consultation with the instructor at your work place is encouraged.

ASSIGNMENT SCHEDULE:

Segment Topic and Assignments

I. The Vision: Defining Total Quality Management
  A. What is TQM?
  B. Competitive Realities of TQM
      1. Financial Returns
      2. Competitive Advantages
  C. Creating TQM in Your Company - The Primacy of Management Committment
    Read: Harrington, Chp. 1; Ishikawa, Chp. 3,4,5
    Project: No assignment

II. Assessment: How Your Enterprise Measures Up
  A. Quality Costs
    Read: Juran/Gryna Chp. 2
    Project: Quality Cost Analysis
  B. Teamwork
    Read: Ishakawa, Chp. 6; Quality Progress, July 1988
    Project: Culture Survey
  C. Customer Focus
    Read: Quality Progress, June 1988
    Project: Customer Assessment

III. Creating Constancy of Purpose: Preparing to Implement TQM
  A. Mission Statement
  B. Developing Supportive Objectives and Strategies
    Read: Harrington, Chp. 11
    Project: Mission Statement, Objectives, Strategies

IV. The Improvement Process
  A. Functions of the Steering Committee
  B. Effective Diffusion of TQM throughout Your Company
      1. Human Factors
      2. Instituting the Continuous Improvement Cycle
    Read: Harrington, Chp. 2,3,4,5
    Project: Implementation Plans

V. Statistical Quality Control Tools
    A. Loss Function - Costs from Variation in your Product
    B. Quantifying Variation
    C. Controlling and Reducing Variation
        1. Pareto Analysis
        2. Histograms
        3. Real-Time Process Monitoring: Using Tier, Run, Variable and Attribute Charts
    Read: Wadsworth, Chp. 10
    Project: Select Improvement Project

VI. Application (At your work-site)
    Read: No assignment
    Project: Conduct Improvement Project

VII. Conclusions
    A. Report Presentations
    B. Supplier Involvement: Moving TQM Upstream
    Read: Ishikawa, Chp. 9; Harrington, Chp. 9
    Project: Report Presentation

Segments I through V will be covered during the first seven weeks of the term. During the Application portion, Segment VI, the instructor will consult with you at your workplace to refine your Implementation Plan to best apply TQM principles to your business and to assist you in conducting your Improvement Project. During this phase, classes will not be held. Segment VII will occur during the last week of the term.

SOUTH SEATTLE COMMUNITY COLLEGE

Title III Cooperative Office
Faculty Development

**GRANT #** 916

## REPORT ON TITLE III COOP FACULTY DEVELOPMENT GRANT

This form must be completed before your grant award may be processed. (Note: You may attach your report to this cover page if that is more convenient. Just follow the format outlined below.) Please type.

Name Bill Walker

Division Technical Education Phone 764-5390

Title of Activity Improve QA/QC Technologies Available to Students.

Date(s) of Activity 7/02; 7/05; 7/12; 7/15-7/25 (ENGLAND); 7/31; 8/01; 8/02; 8/07; 8/08; 8/12; 8/14; 8/22; 8/23/91; 8/27; 8/28 + 9/23/91

**PROGRAM DESCRIPTION**: Describe the format and your participation in the activity. Also, be sure to explain how the program did, or did not meet the Title III Faculty Development goals listed in the Goals/Activities/Budget Guidelines. (Please feel free to attach additional pages.)

See Attached page 1.

(over)

page 1

For the dates shown I visited the following:
American Society for Quality Control, Seattle Section
Acro Tech, Redmond, WA.
The Boeing Company, Lynnwood, WA.
E.F. Bailey Company, Seattle
ETC, Kent, WA.
Flight Structures, Arlington, WA.
GM Nameplate, Seattle, WA.
Hayden Industries, Kent, WA.
Institute of Quality Assurance (IQA), London, England)
Mitutoyo Corporation, Kirkland, WA.
Monroe Maching, Seattle, WA
Norfil Company, Auburn, WA.
Seattle Chamber of Commerce Quality Roundtable
Southwest King County Chamber Education Committee
Spectra-Lux Corporation, Kirkland, WA.

By visiting the above I was able to understand more about the needs of industry and what direction to make changes to the Quality Control Program of Study at SSCC.

The time spent in London at the IQA helped me gain knowledge first hand about the requirements of ISO (International Standards Organization) 9000 series documents. My airfare and living expenses were all paid by me and exceeded this grant.

The outcomes of all my visits well exceed the goal of updating and development of new courses SSCC. Already Mitutogo Corporation has donated over $2,000 of Digital measuring instruments and data processing equipment for SPC (Statistical Process Control). This equipment will be introduced in Mechanical Measurement II and used in a new Mechanical Measurement III class. Also the Quality Control Statistics II with SPC class will use this equipment, starting with the introduction of this class January 1992.

Because of the ISO 9000 information and knowledge I gained with my trip to England SSCC has been invited to be the only North West Community College representative for LRI (Learning Resources, Incorporated) out of Stanford, CT. This means SSCC will teach ISO 9000 training programs for LRI.

Besides being an instructor for SSCC for LRI I will be a certified auditor and instructor to ISO 9000 at SSCC. My trip to England helped make this possible.

Attached you will find information on the DP-3DX kit donated to SSCC by Mitutogo Corporation. Also some information from IQA of London, England.

As you can see the grant has exceeded the goal and objectives. The volume of my activities will benefit SSCC beyond the original intent.
attachments Bill Walker

#918

South Seattle Community College
General Studies

# MEMORANDUM

TO: Mark Palek

September 10, 1991

FROM: Don Bissonnette DB

SUBJECT: Title III Co-op Faculty Development Group/Division Grant

The following list of audio tapes will greatly improve the South Seattle Community College Resource Center's ability to serve English as a Second Language learners. The tapes were chosen for their facility of use by both teachers and students. There is a wide variety in the tapes both in their focus and in their level. Some focus on listening comprehension, some on pronunciation, others on grammar and fluency. The tapes range in level from preliterate to advanced. By ordering the two lists of tapes and adding them to the Resources Center's existing tapes, South Seattle Community College will make learning English easier for foreign-born students and make teaching English easier for the E.S.L. faculty.

#41-1

# REPORT ON TITLE III FACULTY DEVELOPMENT GRANT

The following information is submitted in fulfillment of Title III project completion requirements.

**Name:** George Neff

**Division:** Technical Education

**Title of Activity:** Part-Time Faculty Development: A Selected Annotated Bibliography

**Dates:** June 15, 1991 - September 15, 1991

**Project Abstract:**

*This project is a Title III project in Faculty Development. It includes an annotated bibliography on and recommendations for the development of part-time faculty. It has long been recognized that the development needs of this population are unique. This project explores these needs and contains comprehensive recommendations for meeting them. The project report addressees seven issues:*

1. *Why be concerned about Part-Time Faculty Development?*
2. *How numerous are part-time faculty?*
3. *What kinds of part-time faculty are there?*
4. *How are issues in part-time faculty development defined and prioritized?*
5. *What are some of the issues?*
6. *What are others doing about Part-Time Faculty Development?*
7. *What should South Seattle Community College do about Part-Time Faculty Development.*

*Includes bibliographic data and selected documents.*

#9110

## REPORT ON TITLE III FACULTY DEVELOPMENT GRANT

The following information is submitted in fulfillment of Title III project completion requirements.

| | |
|---|---|
| **Name:** | George Neff and Tom Pierce |
| **Division:** | Technical Education |
| **Title of Activity:** | Critical Thinking in Vocational Education: Part 1<br>Workplace Ethics: Phase 1 |
| **Dates:** | June 15, 1991 - September 15, 1991 |

**Project Abstract:**

*This project supports the Technical Education Divisions goal of graduating literate technicians. The concept of literacy as applied to technicians by the division includes teaching technicians to think analytically and to make good decisions in the workplace. Part of good workplace decision making is an awareness of and ability to deal with issues in ethics. This project is a beginning in the development of curriculum and faculty that will lead South Seattle Community Colleges technical graduates to good decisions in work place ethics based on sound analytical thinking.*

*Includes a prototype module for teaching workplace ethics to students in Industrial Computing Technology with Teaching Instructions, Principles for Deciding Right from Wrong, a Take Home Quiz, a Module Evaluation component, a selected Bibliography and an article describing Boeings Workplace Ethics Initiative.*

SOUTH SEATTLE COMMUNITY COLLEGE

Title III Cooperative Office
Faculty Development

**GRANT #** 9111

## REPORT ON TITLE III COOP FACULTY DEVELOPMENT GRANT

This form must be completed before your grant award may be processed. (Note: You may attach your report to this cover page if that is more convenient. Just follow the format outlined below.) Please type.

Name Dorrienne Chinn

Division General Studies - ESL Phone 764-5363

Title of Activity Seminar in the Teaching of Reading

Date(s) of Activity June 24 - July 19 1991 Daily

**PROGRAM DESCRIPTION:** Describe the format and your participation in the activity. Also, be sure to explain how the program did, or did not meet the Title III Faculty Development goals listed in the Goals/Activities/Budget Guidelines. (Please feel free to attach additional pages.)

The class met daily. The instructor used many teaching methods - quizzes, research paper, reading project & small and individual group work. The focus of my projects were on reading + ESL. It was very helpfull for me because I was able to apply the theories + techniques to my own interests in a practical way

(over)

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I learned a lot of reading techniques that will help ESL adults read more efficiently and with more comprehension. Simultaneously, these methods will stimulate the reader's curiosity and keep them motivated.

**COMMENTS TO TITLE III COOP FACULTY DEVELOPMENT**: Please comment on the value of this activity. You may want to make recommendations regarding speakers or content for future activities.

A short workshop on some reading techniques can be informative. It may update another teacher's methodology. It is always helpful to learn about effective reading techniques.

Return to Title III Coop c/o Mark Palek

____SOUTH SEATTLE COMMUNITY COLLEGE____

Title III Cooperative Office
Faculty Development

**GRANT #** 9112

## REPORT ON TITLE III COOP FACULTY DEVELOPMENT GRANT

This form must be completed before your grant award may be processed. (Note: You may attach your report to this cover page if that is more convenient. Just follow the format outlined below.) Please type.

Name Dorrienne Chinn

Division General Studies - ESL Phone 764-5363

Title of Activity Linguistics for the ESL Teacher

Date(s) of Activity June 26 - August 21, 1991

**PROGRAM DESCRIPTION:** Describe the format and your participation in the activity. Also, be sure to explain how the program did, or did not meet the Title III Faculty Development goals listed in the Goals/Activities/Budget Guidelines. (Please feel free to attach additional pages.)

The class was held weekly for 3 hours/sessions. The instructor used various teaching methods: lecture, small/individual group activities and cooperative learning. The course was a good introduction to Linguistics. It provided me with a wealth of knowledge that I had not anticipated. The final project allowed me to apply the theory to a practical situation. It was very informative for me as well as my subject.

**COMMENTS TO TITLE III COOP FACULTY DEVELOPMENT**: Please comment on the value of this activity. You may want to make recommendations regarding speakers or content for future activities.

The activity was very valuable. I have a better understanding of the subject matter because I was able to apply it to the real world. The instructor is very knowledge and would make the topic interesting. However many of my colleagues have probably taken this course.

Return to Title III Coop c/o Mark Palek

SOUTH SEATTLE COMMUNITY COLLEGE

Title III Cooperative Office
Faculty Development

**GRANT #** 9113

## REPORT ON TITLE III COOP FACULTY DEVELOPMENT GRANT

This form must be completed before your grant award may be processed. (Note: You may attach your report to this cover page if that is more convenient. Just follow the format outlined below.) Please type.

Name Annette Stofer

Division ABE/ESL Phone 764-5363 or 764-5819

Title of Activity Intensive TESL II, Seattle Univ. School of TESL

Date(s) of Activity August 5-23, 1991

**PROGRAM DESCRIPTION**: Describe the format and your participation in the activity. Also, be sure to explain how the program did, or did not meet the Title III Faculty Development goals listed in the Goals/Activities/Budget Guidelines. (Please feel free to attach additional pages.)

The Intensive TESL II course is a 3-week program made up of 3 classes: Cultural Variables in ESL, Teaching Content to Students of Limited English Proficiency and Student-Centered Learning in ESL. The class meets from 9 to 2:30, five days a week and requires a great deal of out-of-class time.

The class "Student-Centered Learning" focuses on Cooperative Learning Techniques. Through extensive readings and classroom activities, the student is made aware of all that is needed to successfully implement a cooperative learning situation in the classroom. The course itself is set up along cooperative learning guidelines so gives the students constant actual exposure to the process and to specific techniques that can be applied directly to the ESL classroom. Each class member is also responsible for writing and presenting a Cooperative Learning lesson plan geared toward the target group of choice.

(over)

Cultural Variables in TESL exposed us to people in the Seattle community who came to the U.S. from many countries. In groups, we interviewed these people about cultural aspects, historical events and especially about educational concerns so that we might better set up our classrooms to meet special needs, and so that we as teachers can be more aware. As well as conducting classroom interviews, we each did a personal interview out of class with someone learning ESL to find out about their experiences in learning. In groups, information from the interviews was compiled. Added to this, for the purpose of making a booklet, was cultural information we would share with teachers preparing to receive LEP students into their classes.

Teaching Content was geared mainly to regular classroom teachers who find that they also have LEP students. But the class is also applicable for ESL teachers who include Life Skills, Citizenship and other content areas in their lessons. The course included readings and gave us first-hand experience with putting examples into practice. Then, in pairs, we adapted an actual textbook chapter to a level which would be suitable for our chosen target group. As well as the chapter adaptation, we planned and presented a lesson plan based on the original chapter.

I feel the course met Fac. Dev. goals which were in my proposal.

**COMMENTS TO TITLE III COOP FACULTY DEVELOPMENT**: Please comment on the value of this activity. You may want to make recommendations regarding speakers or content for future activities.

The program at the School of TESL is of great value to those in the field of teaching ESL. The methods used by the facilitators demonstrate the throries and methods being covered. A rich array of practical information and material is acquired.

I would highly recommend the Student-Centered Learning class for every teacher. Achieving cooperation in and out of the classroom is of value. But especially in overcrowded classrooms with multicultural populations and multi-levels, it is a tremendously effective approach.

For any teacher who hasn't traveled overseas and who has had little contact here with people of other cultural backgrounds, the Cultural Variables class is extremely helpful for beginning to understand how these students live and think. Even for those of us who have traveled and lived in other countries, there was a great deal of insight to be gained.

I found that the course met many of my needs as I work to better the ESL experience of my students, and as I attempt to improve my lessons and teaching style. I would highly recommend it to anyone with the same needs and desires.

Return to Title III Coop c/o Mark Palek

#9114

# LIBR 498b
# SPECIAL TOPICS: LIBRARIES and the Video Revolution
University of Washington
Summer Quarter 1991
Title III Faculty Development Summer Stipend
Report
submitted by Randall Nelson
September 15, 1991

My motivation for taking this course was to improve video service to our campus community. Secondly, I wished to better understand the video revolution in order to determine future needs and collection development.

Generally, much of the content of the course was a review for me and I felt that I was equally qualified to be a competent instructor for the class particularly regarding the daily nitty-gritty aspects of managing a video collection. There were certain specific areas where the course was very valuable which I will outline. And, the course did allow time for me to focus attention on video. The textbook is also now a part of our collection.

## Video Revolution

Seventy-five per cent of U.S. households have VCRs. Video rental and sales outlets are now just about as common as grocery stores. The vast majority of Americans are dependent on televison as their primary source of information. Certainly, our students are little different. At SSCC our instructors are utilizing video more and more. We need to be able to expand our service to classroom instruction, but we also need to begin thinking about lending videos to students for home use.

## Collection Development

We need to write a new policy taking into account changing demographics, curriculum and individual student needs. The policy should also reflect the fact that the average price of videotapes is now approaching that of the average price of books. The amount we have allocated for purchases barely covers those that are specifically requested by faculty.

## Video Equipment

Our biggest needs are video projectors, video - computer interfaces to allow interactive multimedia, and videodisc playback machines.

## Copyright

There are some unique problems concerning video. We have purchased a videotape which was shown in class which deals with this issue. We need to educate our faculty about the provisions of the Copyright Act of 1976 particulary regarding video.

____SOUTH SEATTLE COMMUNITY COLLEGE____

Title III Cooperative Office
Faculty Development

**GRANT #** 9115

## REPORT ON TITLE III COOP FACULTY DEVELOPMENT GRANT

This form must be completed before your grant award may be processed. (Note: You may attach your report to this cover page if that is more convenient. Just follow the format outlined below.) Please type.

Name Edward Ciok & Fredrika Sprengle

Division STUDENT SUPPORT SERVICES Phone 764-5326

Title of Activity PREVOCATIONAL VOCABULARY

Date(s) of Activity SEPTEMBER 15, 1991

**PROGRAM DESCRIPTION**: Describe the format and your participation in the activity. Also, be sure to explain how the program did, or did not meet the Title III Faculty Development goals listed in the Goals/Activities/Budget Guidelines. (Please feel free to attach additional pages.)

SEE ATTACHED

(over)

**COMMENTS TO TITLE III COOP FACULTY DEVELOPMENT**: Please comment on the value of this activity. You may want to make recommendations regarding speakers or content for future activities.

SEE ATTACHED

Return to Title III Coop c/o Mark Palek

TITLE III: FACULTY DEVELOPMENT GRANT
# 9115
CIOK & SPRENGLE

PREVOCATIONAL VOCABULARY is designed to introduce vocabulary to higher level ESL students who intend to enter a trade program. It consists of ten lessons in which vocabulary items are introduced in readings relevant to various trades (automotive mechanics, auto body, aviation, machining, and cosmetology). In each lesson there are exercises and activities to to reinforce the retention and meaning of the new vocabulary items on both a pre-technical and technical level. There is also a comprehensive glossary with brief definitions for all the vocabulary items. In addition, there is a set of flash cards that can be used for paired work by the students for review and testing.

Development of these materials stressed several goals as defined by the Title III Faculty Development Grant Guidelines. First of all, in researching the items to be included, numerous content textbooks were reviewed. Great care was taken to ensure that the selected items applied to all the targeted trades. This led to the realization that at this instructional level students need not be segregated by trade and that there is a great amount of material that is applicable to all the trades. Furthermore, on an instructional level, it points to the possibility of how to continue to develop the language needs of these students through a context that applies to their long term needs.

For the participants in the grant, there were many benefits also. The process of deciding on format, content and workload led to a spirit of cooperation that fostered closer ties and respect for each other's opinions and a willingness to view thins from the other's viewpoint. In addition, personal growth was enhanced through confidence building and the satisfaction of a job well done as the project developed and took shape.

Both participants found this activity to be of immense value and would like to see an effort to have more of the same. As mentioned in the above comments, during this activity it became quite apparent that higher level ESL students preparing for the trades have many common needs in the area of language development regardless of their chosen discipline. It would seem logical to continue to develop their common needs on a prevocational level. Therefore, we would strongly urge that more time be spent looking into this area.

SOUTH SEATTLE COMMUNITY COLLEGE

Title III Cooperative Office
Faculty Development

**GRANT #** 9118

## REPORT ON TITLE III COOP FACULTY DEVELOPMENT GRANT

This form must be completed before your grant award may be processed. (Note: You may attach your report to this cover page if that is more convenient. Just follow the format outlined below.) Please type.

Name Roger Bourret

Division GENERAL STUDIES -ESL Phone 764-5363

Title of Activity Two courses at UW: Crosscultural Aging and Analysis of Teaching

Date(s) of Activity Summer, 1991

**PROGRAM DESCRIPTION**: Describe the format and your participation in the activity. Also, be sure to explain how the program did, or did not meet the Title III Faculty Development goals listed in the Goals/Activities/Budget Guidelines. (Please feel free to attach additional pages.)

Both were regular courses offered for graded credit at UW. A description of each course is attached.

In the Crosscultural Aging course, I attained goals of understanding better the adult refugee population in our program; by understanding their culture better, I believe that my instruction of this group will improve.

In the Analysis of Teaching course, I attained goal of enhancing my instructional skills by analyzing the relationship of teacher, student, and subject matter.

(over)

Roger Bourret Grant #9118

## Report on Title III Coop Faculty Development Grant
Page two

I was not able to work on the question of emerging technology in the analysis of teaching; the course did not present an opportunity to choose my own topic for investigation. However, I believe that the course will have an impact on how I use technology with students.

Separate reports are attached for each course.

**COMMENTS TO TITLE III COOP FACULTY DEVELOPMENT**: Please comment on the value of this activity. You may want to make recommendations regarding speakers or content for future activities.

Crosscultural Aging was a very good course because it made me examine the whole life-cycle of the Vietnamese. This is a valuable experience because it gives a perspective on the values and culture of the students. Looking at specific groups in our diverse population is well worth instructors' time. Often cultural diversity is explored by looking only at the art, culture, or customs of various groups; I think looking at the traditional life-cycle in the country of origin provides more insights to improve instruction.

Analysis of Teaching was a valuable course in helping me reassess how I teach and how people actually learn. It would be good for a department to go through the process together as a long-term project. A synopsis of the course does not sound very appealing or useful. Pam Grossman at the UW College of education did a great job in making the course useful as well as palatable to veteran teachers

More specific comments accompany each course report.

Return to Title III Coop c/o Mark Palek

#9118

Roger Bourret
General Studies-ESL
764-5363

## Title III Coop Faculty Development Grant

Activity: Aging in a Cross-cultural Perspective

Program Description:
Aging in a Cross-cultural Perspective
Anthropology 355 3 credits
University of Washington, Summer, 1991
Instructor: Marilyn Bentz

There were 25 students in the class. There were two books to read on older people in different societies and situations. There were four tests and a final paper. The paper I wrote contrasting life in Vietnam for the elderly and life in the U.S. for older refugees is attached.

My goals in this class were to learn more about our adult refugee population, especially the older ones and to improve instructional skills and strategies relating to them. Although I have been teaching them since 1985, I learned a lot about the Vietnamese refugee population. Knowing this new information will help me accommodate the needs and attitudes of older students better. This course has also prompted my interest in providing specialized classes to older students in the ESL population. In addition, I have learned more about Vietnamese culture and will therefore be able to introduce better topics in class or use more relevant examples to illustrate concepts.

Comments to Title III Coop Faculty Development:

I think the faculty would welcome an in-depth look at the traditional life-cycles and values of the diverse groups in our student population. Too often cultural diversity means generalizations about different cultures or looking at the arts and crafts of different groups. I think a detailed account of a single culture might make more of an impact. Discusing the traditional life-cycle of a group and then contrasting the life the group has in the U.S. would help instructors understand student values and background.

Greater use should be made of older people in helping and tutoring our ESL students.

We should look into having classes for older ESL students. These students have different needs and learning styles and often feel left out or inadequate in the regular classes.

SOUTH SEATTLE COMMUNITY COLLEGE

Title III Cooperative Office
Faculty Development

**GRANT #** 9119

## REPORT ON TITLE III COOP FACULTY DEVELOPMENT GRANT

This form must be completed before your grant award may be processed. (Note: You may attach your report to this cover page if that is more convenient. Just follow the format outlined below.) Please type.

Name Joan Stover

Division College Transfer Phone 206/ 764-5371

Title of Activity Industrial Processes (HMT 210) Background Research & Curriculum Developme

Date(s) of Activity 7/29 - 7/31 plus unscheduled subsequent meetings

**PROGRAM DESCRIPTION**: Describe the format and your participation in the activity. Also, be sure to explain how the program did, or did not meet the Title III Faculty Development goals listed in the Goals/Activities/Budget Guidelines. (Please feel free to attach additional pages.)

Please see attached sheet for program description.

(over)

# PROGRAM DESCRIPTION

SSCC Technical Education Division is offering Industrial Processes (HMT 210) for the first time in Autumn 1991. The curriculum was developed jointly by representatives of industry, (Dr. Earl Groshart and Dr. Syllvester Hill of the Boeing Corporation) a representative of government (Dr. Tim Gaffney of The State Department of Ecology), and representatives of education (Dr. Jerry Riehl, Dr. Tom Phillips and Dr. Joan Stover of South Seattle Community College). Dr. Groshart will be the instructor of the jointly developed course.

No published text will be used for the course. Each topic in the course will be accompanied by handout material. Students will assemble these handouts into a notebook. The compiled notebook will provide the basic information that the students will be able to build upon for the rest of their lives. Copies of the assembled notebook will be retained by the Technical Education Division.

Students will meet with their instructor once a week for eleven weeks. Each weekly class meeting will be for five hours. Some class meetings will be in a lecture discussion format. Other classes will be at industrial sites selected to demonstrate the industrial process being studied. One class session will be conducted by Dr. Gaffney. This session will address the question: When we have chemical waste, where does it go and what happens to it?

Four industrial applications of chemistry were selected for study. These include plating shops, paints and solvents including isocyanates, epoxies, toluene and benzene, hospital chemistry, and radiation chemistry including medical waste.

One full term paper will be required. The student will select a subject involving a hazardous material that is used in industry. The student will be asked to develop the chemistry and to develop the plan for waste minimization and disposal.

Only blue-book style tests will be used. Traditional academic multiple-choice tests will not be used.

This curriculum outline for HMT 210 was developed as a result of numerous meetings and telephone conversations. It has been necessary to compile the concerns of government, industry and education and blend these concerns to create the course curriculum. Each participant has gained a new and more informed perspective on the techniques and processes within the field of interest of the other.

SOUTH SEATTLE COMMUNITY COLLEGE

Title III Cooperative Office
Faculty Development

GRANT # 9120

## REPORT ON TITLE III COOP FACULTY DEVELOPMENT GRANT

This form must be completed before your grant award may be processed. (Note: You may attach your report to this cover page if that is more convenient. Just follow the format outlined below.) Please type.

Name *Tricia Evans*

Division *Occupational Teacher/Trainer Education* Phone *764-5350*

Title of Activity *Learning Styles Seminar for Vocational Educators*

Date(s) of Activity *July 24, 1991*

**PROGRAM DESCRIPTION:** Describe the format and your participation in the activity. Also, be sure to explain how the program did, or did not meet the Title III Faculty Development goals listed in the Goals/Activities/Budget Guidelines. (Please feel free to attach additional pages.)

(Handouts attached)

*FORMAT*: The consultant, Marti Russell of Pat Guild and Associates, Inc. presented an introduction to Learning Styles with emphasis on the Myers-Briggs model. The format combined a presentation with group participation, completion of a self-report instrument.

*PARTICIPATION*: The instructor, Tricia Evans, arranged, publicized and coordinated the presentation, selected and provided the preparatory readings, took attendance, supplied certificates of completion, evaluation forms and the process. Follow-up activities included a review of materials, the distribution of a longer form of the Myers-Briggs self-report instrument and a multi-styled item on the final exam.

**PROGRAM DESCRIPTION** Continued (page 2)

*GOALS ADDRESSED*: Goal: "Using emerging technologies to improve instruction" . . . has been met with the current findings and approaches to incorporating learning styles to enhance the classroom teaching activities in the vocational setting.

*Goal*: "Use outcomes assessments tools to evaluate instruction" . . . has been met inasmuch as the assessing and evaluating of learning styles to modify instructional activities as well as evaluation methods.

*Goal*: "Understand multi-cultural student populations" . . . understanding has been assisted with the use of learning styles and breakdown of what cultural/gender groups generally fit into what temperaments or styles. Observing what teaching methods work best with which groups helps develop opportunities for success and increased learning.

*Goal*: (for 1991-93) "Understand and use alternative curriculum models" . . . has been facilitated with the implementation of a learning style "wheel" of activities to accommodate each learning style when developing and planning a lesson.

*Goal*: "Increase knowledge of subject matter" . . . is addressed when instructors, who are students of teaching methods, apply the information (or refer to the accompanying materials later) of the seminar on learning styles.

*Goal*: "Improve instructional skills" . . . each participant reported they have received information and background to improve their instructional skills.

*Goal*: "Encourage personal growth" . . . since each participant learned about their own learning style, and temperament, how best to situate themselves for optimum learning and what to avoid - personal growth was encouraged.

*Goal*: "Foster collaboration and cooperation among colleagues" . . . the instructors met and worked together in groups. From the individual strengths they were encouraged to work together as productive groups using the talents of each member. People met, many for the first time, and exchanged ideas.

**COMMENTS TO TITLE III COOP FACULTY DEVELOPMENT**: Please comment on the value of this activity. You may want to make recommendations regarding speaker or content for future activities.

SOUTH SEATTLE COMMUNITY COLLEGE

Title III Cooperative Office
Faculty Development

**GRANT #** 9121

## REPORT ON TITLE III COOP FACULTY DEVELOPMENT GRANT

This form must be completed before your grant award may be processed. (Note: You may attach your report to this cover page if that is more convenient. Just follow the format outlined below.) Please type.

Name Jennifer Slack

Division HOME & FAMILY LIFE Phone 764-5339

Title of Activity FAMILIES IN CRISIS

Date(s) of Activity AUGUST 14, 1991

**PROGRAM DESCRIPTION**: Describe the format and your participation in the activity. Also, be sure to explain how the program did, or did not meet the Title III Faculty Development goals listed in the Goals/Activities/Budget Guidelines. (Please feel free to attach additional pages.) Ten faculty members of the Home & Family Life Department we able to attend the full day workshop on August 14th in room SC201. I met with Ms. Poliak prior to the workshop to review the agenda and brief her on our faculty assignments and specific concerns that they wished her to address during the day. I also sent to the faculty an announcement reminder and prior approval forms. The sessions were videotaped for those members who were unable to attend.

Ms. Poliak began the day by reviewing what defines a crisis and stressing that each person's crisis must be recognized as having equal value. This generated much discussion especially for those instructors who work with "traditional middle class programs as well as high risk preschool programs.

(over)

Ms. Poliak continued her presentation, providing an overview of the changes that have occured over the passed few decades. These changes have often precipitated many of the crises that have been observed in our parent preschool programs.

In addition to further understanding the stresses placed on a family when change occurs, the Home & Family Life faculty were also most interested in developing the necessary skills to assist parents who are in crisis.

When responding to a crisis Ms. Poliak reminded us that we did not need to have all the answers. That as parent educators we needed to a) assess the situation by asking "what the problem is?" and accepting the parent's perception even if we may see other problems. b) accept the parent's disorganization of thoughts and help by clarifying their statements c) work with the parent's primary concern by offering resources and "cheering" the results no matter how small. It may then be possible to work on other issues that we may have identified as bringing the family to a crisis. In other words, we need to act as advocates and supporters of change to families.

Ms. Poliak provided us with exercises on developing Genograms and Stressmaps, useful tools to use when developing an assessment of a family.

In conclusion we received numerous handouts on suggested readings for both children and adults related to divorce, step parenting, single parents, teen parents and families with aging parents, as well as books related to coping with change that included "Developing the 21st Century Mind". Throughout the day Ms. Poliak also gave us the phone numbers of agencies that could assist with a specific crisis - homeless shelters, support enforcement.

## COMMENTS TO TITLE III COOP FACULTY DEVELOPMENT:

This was a valuable workshop for the Home & Family Life faculty, the day went smoothly. Ms. Poliak's knowledge and experience allowed the staff to enter into discussions that explored both student and personal values. There have also been organizational changes in our division and this workshop, although directed toward our student parents helped us focus on how to work through and embrace the changes that will be happening in September.

The following is a summary of evaluations from the workshop.

"She delivered a great deal of information in a short time. A great resourceful empowering woman to know about and to have experienced! Lots to think about and take home and study." "Relaxed, supportive, interactive style - easy to relate to. Content was useful especially given divergent needs within group" What a well rounded source of information! A good model of non-judgemental offering of information for us. Handouts very helpful. Could have used a little more strategies for getting to the meat of issues" "Made me look at situations from a different perspective. Gave me a positive way to look at the changes our department is going through." "Good handouts" Excellent information. Stuff we hadn't had before. Useful/practical" "Enjoyed your verbage - the way you formed your answers to our questions - the way you thought ahead to ask the question at the base of the problem. I found I wished I knew more about organizations to refer my families to."

South Seattle Community College
Title III Cooperative Grant #9122

## Report on Title II Coop Faculty Development Grant

NAMES: Judith Bentley, Roger Bourret, and George Neff

DIVISIONS: College Transfer, General Studies-ESL, Techncial Education

TITLE OF ACTIVITY: Using Emerging Technology to Improve Instruction in Writing

DATES OF ACTIVITY: Summer, 1991

PROGRAM DESCRIPTION:

Three instructors from different divisions looked at the use of emerging technology in their areas: College Transfer English, English as a Second Language, and Technical Education.

A three-part written report was produced.

The particpants met the goals of the Title III grant by exploring emerging technology in their respective areas through research in literature and current practices. Recommendations for faciltiating the effective use of technology is included. In addition, through the discussions and surveys among the participants and their colleagues, interdepartmental collaboration and cooperation were fostered.

COMMENTS:

All three participants in this research agree that the grant gave them the opportunity to exchange professional ideas and opinions about issues involving many aspects of the use of technolgy and the teaching of writing at South Seattle Community College. We found a need to continue this interaction among departments and colleagues.

SOUTH SEATTLE COMMUNITY COLLEGE

Title III Cooperative Office
Faculty Development

**GRANT #** 9123

## REPORT ON TITLE III COOP FACULTY DEVELOPMENT GRANT

This form must be completed before your grant award may be processed. (Note: You may attach your report to this cover page if that is more convenient. Just follow the format outlined below.) Please type.

Name Greg Greenstreet

Division ______ Phone ______

Title of Activity ______

Date(s) of Activity ______

**PROGRAM DESCRIPTION**: Describe the format and your participation in the activity. Also, be sure to explain how the program did, or did not meet the Title III Faculty Development goals listed in the Goals/Activities/Budget Guidelines. (Please feel free to attach additional pages.)

We had five classes that subdivided by each day.

1)Communication and Interaction
    A)Fundamentals of Communication
    B)Human Relation Skills for Teachers
    C)Human Relation Skills for Teachers and Students
    D)Direct Instruction
    E)Effective Communication
2)Developing and using Instructional Aids
    A)Introduction to Instructional Aids
    B)Graphic Media Presentation
    C)Computers and Overhead Projection
    D)Models, Real Objects and Displays
    E)Audio, Video Tapes, Slides and Movies

3)Adult Learning Processes
    A)Climate Setting and the Adult Learner
    B)Margin and the Adult Learner
    C)Helping Adults Learns from Pedagogy to Audiagogy
    D)Learning Styles
    E)Understanding and Enhancing Adult Motivation to Learn
4)Planning, Organizing and Conducting Training
    A)Competency-Based Training
    B)Performance Objectives
    C)Four-Step Training
    D)Instructional Materials
    E)Instructional Methods

**COMMENTS TO TITLE III COOP FACULTY DEVELOPMENT**: Please comment on the value of this activity. You may want to make recommendations regarding speakers or content for future activities.

outstanding
Through demonstration they showed the value of communication.

Instructor: Dr. Bill Alsop is well worth anyones time.

Return to Title III Coop c/o Mark Palek

SOUTH SEATTLE COMMUNITY COLLEGE

Title III Cooperative Office
Faculty Development

GRANT # 9124

## REPORT ON TITLE III COOP FACULTY DEVELOPMENT GRANT

This form must be completed before your grant award may be processed. (Note: You may attach your report to this cover page if that is more convenient. Just follow the format outlined below.) Please type.

Name William L. Tracey

Division ______ Phone ______

Title of Activity NJATC/UT 1991 INSTRUCTOR TRAINING INSTITUTE

Date(s) of Activity 8/3/91 - 8/9/91

**PROGRAM DESCRIPTION:** Describe the format and your participation in the activity. Also, be sure to explain how the program did, or did not meet the Title III Faculty Development goals listed in the Goals/Activities/Budget Guidelines. (Please feel free to attach additional pages.)

Format consisted of three parts
1-class and labs on preparation of audio/visual aids - video cam, transparancies, slide presentations.
Class on preparing and giving an illustrated talk.

(over)

**COMMENTS TO TITLE III COOP FACULTY DEVELOPMENT**: Please comment on the value of this activity. You may want to make recommendations regarding speakers or content for future activities.

GREAT VALUE OF ACTIVITY. LEARNING FROM AND SHARING IDEAS WITH FELLOWS FROM ALL OVER THE NATION TO BETTER OUR TRAINING OF APPRENTICES IN THE ELECTRICAL INDUSTRY.

Return to Title III Coop c/o Mark Palek

SOUTH SEATTLE COMMUNITY COLLEGE

Title III Cooperative Office
Faculty Development

GRANT # 9130

## REPORT ON TITLE III COOP FACULTY DEVELOPMENT GRANT

This form must be completed before your grant award may be processed. (Note: You may attach your report to this cover page if that is more convenient. Just follow the format outlined below.) Please type.

Name Ralph W. Buckett

Division Technical Education Phone

Title of Activity Statistical Process Control Software

Date(s) of Activity April 1 thru Sept 16, 1991

**PROGRAM DESCRIPTION**: Describe the format and your participation in the activity. Also, be sure to explain how the program did, or did not meet the Title III Faculty Development goals listed in the Goals/Activities/Budget Guidelines. (Please feel free to attach additional pages.)

1

Over a dozen software companies were solicited to submit copies of their manuals and /or demonstration software for evaluation. These were reviewed by the grant recipient for capability, ease of use, adaptability to classroom use and the degree of technical support offered by the software co. M-stat software from Mitutoy was selected by this criteria to be the basis of a course in statistical applications. The recipient then learned to use all the applications and prepared a simplified version of the manual and reorganized it along the lines of practical development and application.

The recipient also prepared a syllabus and outline useble for a course on their subject. During this development period, the capabilities and operation of the software were discussed with and demonstrated to the head of course development and other faculty members. In addition to the recipients input, the software company will provide training to three faculty members on September 23 and 24. The company has also donated an electronic data collector and electronic gages.

This effort has produced a basis for a course in use of software for data evaluation, provided faculty training, provided a means for SSCC to be recipient of the donation of valuable equipment all at minimal cost to the college.

**COMMENTS TO TITLE III COOP FACULTY DEVELOPMENT**: Please comment on the value of this activity. You may want to make recommendations regarding speakers or content for future activities.

This activity is valuable in developing the capability of SSCC to provide training in the use of custom software for operating a statistical process control system. This type of course could provide hands on experience in the collecting, recording and processing of data. Future activities should explore the use of these systems in other courses and for developing a course in data management.

Return to Title III Coop c/o Mark Palek

# Section 5

## REPORT FROM THE EVALUATOR

A major activity of the SSCC Title III Coop was an evaluation of the first year's accomplishments. In order to gain a clear picture of where the Team succeeded and failed, an outside evaluator. Dr. John Smith, Professor of Education at the University of Washington, worked with the Team throughout the Spring and Summer months to gauge the effectiveness of the activities that were undertaken during the past year.

Many SSCC faculty members were interviewed by Team members during the Summer. Their comments are reflected in the report that Dr. Smith compiled. That report may be found on the following pages. Please take a few minutes to review the conclusions contained in Dr. Smith's evaluation and feel free to make any additional comments to the Faculty Development Team. Your input is always valued and appreciated.

# EVALUATION REPORT: YEAR ONE

# SOUTH SEATTLE COMMUNITY COLLEGE

# FACULTY DEVELOPMENT PROGRAM

Submitted
by

John P. Smith. Ed. D.
External Evaluator

September 15,1991

## INTRODUCTION

The evaluation results described below represent the outcomes of the first year of the South Seattle Community College (SSCC) Faculty Development Program (FDP). The major objective for the SSCC Faculty Development Program is stated in the grant application as follows.

1. By the September 1991, as a result of coordinated faculty development activities, there will be a thirty-three percent increase in the number of faculty at the three cooperating institutions who use teaching methods which research has proven effective with most underprepared and many multicultural students.

The major objective stated above is further described in the grant proposal in terms of anticipated results, i.e., 1.1 and 1.2 below.

1.1 As a result of coordinated faculty development activities, by March 1991, 85% of the full-time and 25% of the regular part-time faculty at each of the three cooperating colleges will be able to identify their primary teaching style and list three strategies for increasing their teaching effectiveness for underprepared and multicultural learners.

1.2 By September 1991, a minimum of twenty full-time and ten part-time faculty members at each of the three cooperating colleges will have implemented changes in their teaching styles to address the learning styles of underprepared and multicultural learners.

One hundred percent of both the full-time and regular part-time faculty were able to identify their primary teaching style. Eighteen (95%) of the nineteen full-time and eight (89%) of the nine part-time instructors interviewed described at least one, with many reporting two, three and four practices shown by research to be effective with underprepared learners. Similarly, seventeen (90%) of the nineteen full-time and all of the nine part-time faculty interviewed described at least one practice (again, many reported two, three and four practices) shown by research to be effective with culturally different learners. The combined results of responses to questions 6 and 7 show that fifteen (79%) of the full-time faculty and six (67%) of the part-time faculty have achieved sub-goal 1.1 above.

Twelve (63%) of the full-time and six (67%) of the part-time faculty interviewed reported making changes in their teaching style to accommodate new instructional technology and in some cases not-so-new technology , e.g., the overhead projector, thereby suggesting that another of the expected results, i.e., 1.2, of the Faculty Development Program has been achieved.

Furthermore, fifteen (79%) of the nineteen full-time faculty and eight (89%) of the nine part-time faculty interviewed had given thought to how to measure outcomes with underprepared and culturally different students. While some of these measures were rather traditional in form some were used in non-traditional ways, such as, take-home tests, one-on-one questioning, and closer monitoring of hands-on performance.

## METHODOLOGY

During several meetings of the South Seattle Community College FDP Director, the Faculty Development Program Committee, and the external evaluator,program goals for 1990-91 were reviewed and clarified. Given the participatory nature of the goals, the committee decided to personally interview faculty members as the best means for obtaining information on the faculty's response to the enhanced Faculty Development Program. Twenty full-time faculty members and ten regular part-time faculty members were randomly selected to be interviewed at the end of the academic year (July 1991). Nineteen full-time faculty interviews and nine regular part-time faculty interviews were completed and used in compiling the following summary of information. Each completed interview was given a number of one through nineteen for full-time faculty and a number one through nine for part-time faculty. These numbers were assigned after one through nine for part-time faculty. The numbers were assigned to the interview reports after the interviews for the purpose of maintaining continuity in reporting as seen in several of the Tables that follow. No faculty names were recorded by the interviewers. Please see Appendix A for a copy of the complete interview schedule.

## RESULTS

### Question 1. Attendance at Faculty Development Program sponsored classes or activities.

Fourteen (74%) full-time faculty reported taking FDP sponsored classes in the past year; while only five (55%) of the part-time faculty reported participating in FDP sponsored classes or activities. The average number of FDP sponsored classes taken by full-time faculty who reported taking at least one class or activity was 2.9 with a range from one to seven. For part-time faculty participating in FDP sponsored classes or activities, the average was 2.4 with a range from one to four.

The reasons for attending FDP sponsored activities were several for the full-time and part-time faculty and may be characterized as efforts to (1) improve one's teaching skills, (2) obtain knowledge about specific groups of students, e.g., as ESL students, (3) obtain knowledge about computers, and (4) obtain salary enhancement credits. Please see Table 1 for a list of FDP sponsored courses and activities taken by full-time and part-time faculty.

The reasons given for not taking FDP sponsored classes or activities were also essentially the same for both full-time and part-time faculty. Several interviewees in each group reported not having enough time to take classes or attend workshops. In addition, those interviewed from the vocational fields indicated that too many of the classes and workshops were designed for faculty involved in teaching academic track students and too few were planned for faculty teaching vocational track students.

## TABLE 1

List of Faculty Development Program Sponsored Classes and Activities taken by Full-Time and Part-Time Faculty

| Full-Time | Par-Time |
|---|---|
| Intercultural Communication | Teaching Strategies for Diverse Learners |
| Student Outcome Assessment | Student Outcomes Assessment |
| Learning Styles | President's Day |
| Computer Skills | Seminar on English as a Second Language Techniques |
| Teaching Strategies for Diverse Learners | Intercultural Communications |
| Classroom Research | |
| Learning Environments | |
| "Out of the Red" Teleconference | |
| President's Day | |

*Several faculty reported also taking non-FDP sponsored classes and workshops.

Question 2. A description of currently used teaching styles as reported by full-time and part-time faculty.

Lecture and laboratory or demonstration emerges as the predominant teaching styles used by most of the full-time and part-time faculty. Although the mix of lecture/laboratory/demonstration tends to vary from instructor to instructor, the most common reason given for employing a - particular style is usually given as "It works." The phrase "It works" is not always defined, but is usually taken to mean that the students do learn from such an instructional approach and that the instructor is reasonably comfortable with the style.

## TABLE 2

Distribution in percent of time of instructional practices used by individual instructors

Full-Time Faculty

| Fac. No. | Lect. (%) | Lab/shop/dem (%) | Learning Commun. (%) | Disc (%) | Sem(%) |
|---|---|---|---|---|---|
| 1 | 80 | | 20 | | |
| 2 | 20 | | | 80 | |
| 3 | 20 | 80 | | | |
| 4 | 30 | 70 | | | |
| 5 | 20 | 80 | | | |
| 6 | 30 | 70 | | | |
| 7 | 33 | 67* | | | |
| 8 | 45 | 55 | | | |
| 9 | 50 | 50 | | | |
| 10 | 10 | 90 | | | |
| 11 | 33 | 67 | | | |
| 12 | 100** | | | | |
| 13 | 45 | 55 | | | |
| 14 | 50 | 50 | | | |
| 15 | 50 | 50 | | | |
| 16 | (mixed depending on class needs) | | | | |
| 17 | 30 | 60 | | 10 | |
| 18 | 20 | 55 | | 15 | 10 |
| 19 | 33 | 67 | | | |

Table 2 (cont.)

*includes field trips

**individualized (one-on-one in library)

Part-Time Faculty

| Fac. No. | Lect. (%) | Lab/shop/Dem (%) |  | Learning Commun. (%) | Disc (%) | Sem (%) |
|---|---|---|---|---|---|---|
| 1 | 50 | 50 |  |  |  |  |
| 2 | 50 | 45 | 5 |  |  |  |
| 3 | 70 |  |  |  | 30 |  |
| 4 | 25 | 25 |  | 25 | 25 |  |
| 5 | 20 | 80 |  |  |  |  |
| 6 | 60 | 20 |  |  | 10 |  |
| 7 |  | 100 |  |  |  |  |
| 8 | 50 |  |  | 50 |  |  |
| 9 | 10 | 90 |  |  |  |  |

Question 3. Have you changed your teaching style in any significant way during the past year?

The responses to the question concerning changes in teaching style were about evenly divided between those who had and those who had not for both full-time and part-time faculty. Fifty-three percent (10) of the full-time faculty reported having made significant changes in their teaching style while only forty-five percent (4) of the part-time faculty reported significant changes.

Those reporting no change in teaching style saw no need to change. They were apparently satisfied with the performance of their students. That half of the instructors who did change (both full-time and part-time) referred to knowledge gained from FDP classes and workshops as the basis for not only seeing the need to change in terms of their current practices but also how to change, i.e., they gained knowledge about practices that worked based on research from situations similar to their own.

Some instructors noted that their students were learning more and seemed happier or more comfortable in class as a result of their changes in teaching style.

Question 4. Have you modified your teaching style as the demographics of your classes have changed?

Among the full-time faculty, sixty-eight percent (13) reported having changed their teaching style as the characteristics of their students have changed. Sixty-seven percent of the part-time faculty reported having changed, as well. Those faculty reporting having modified their teaching style, point to the need for change due to their having to teach to a much "wider variety of student backgrounds." The two main changes in student demographics described by faculty as prompting change in their instructional style were the great increase in the number of limited English speaking students and racial minority students. Most of those making changes referred to FDP classes and workshops as the basis for learning about instructional practices that work with groups of students with backgrounds different from those with whom they have worked in the past. As a result of their changes in practice, faculty report less frustration on the part of their students as they try to learn new material. For some, the learning of new concepts is particularly frustrating since they are also trying to learn English. In particular, South Seattle Community College has seen a large increase in enrollment from recent Asian immigrants leading to a need for instructors to develop an understanding of a different student culture as well patience with these students as they struggle to learn a new language which also happens to be the language of instruction.

Question 5. Have you modified your teaching style to incorporate emerging instructional technologies.

Sixty-three percent (12) of the full-time faculty interviewed and sixty-seven percent (6) of the part-time faculty reported making changes in their instructional style to accommodate new technology and some not so new technology, such as, greater use of overhead projectors. The most commonly mentioned newly incorporated instructional technology was the computer. Its use ranged from word processing to computer assisted design. Also frequently mentioned, was a greater use of instructional videotapes.

Although many faculty acknowledged that the use of technology added new dimensions to their classes, several mentioned that due to the visual qualities of instructional technology, technology has proved to be a very useful learning aid for limited English speaking students. As will be reported later, many instructors have gone to more visual forms of instruction when working with underprepared and culturally different students.

Question 6. Identify up to three strategies one might use to increase their teaching effectiveness with underprepared learners.

Nearly all instructors identified special techniques they use in working with students who lack the necessary preparation to learn through the instructor's customary way of teaching. Table 3 summarizes those special practices for each instructor. The list was further divided by full-time and part-time faculty. The individual responses are reported here as a way of showing the richness of the overall effort to accommodate different learners and to show the similarity in techniques as used by instructors presenting a variety of subjects both academic and vocational.

**COMMENTS** Continued (page 3)

*Value*: This activity was very valuable. It was also highly evaluated (see attached evaluations.)

The addition of this seminar to the usual Elements of Instruction (entry course for vocational instructors) complimented the course content, re-enforced prior learning, opened new areas of interest and (expertise, added to the level of current information the new instructors have, helped the participants learn about themselves as learners, allowed part-time (employed during they day elsewhere) instructors to take advantage of a faculty development activity, offered a faculty development activity for the summer.

This seminar helped stimulate interest for other faculty development offerings and a possible advanced learning styles course this academic year.

It is important to capture the interest and participation of new (not yet started teaching) and beginner instructors with faculty development efforts and their own professional development.

*FUTURE ACTIVITIES*: This speaker would be an excellent choice for future activities. The format and schedule of this activity worked well. Future suggestions for topics? Testing and grading (student outcomes assessment) including the how-to's and the philosophy for vocational instructors, which includes a lot of emphasis on performance or product evaluation.

## TABLE 3

Teaching Practices used by both Full-time and Part-time Faculty to accommodate Underprepared Learners Practices are reported for individuals as indicated by Assigned Identification Numbers.

| | Full-Time Faculty |
|---|---|
| Faculty No. | Teaching Practice |
| 1 | Learning center, monitoring, group work |
| 2 | English lab., small groups, student to student tutoring |
| 3 | None |
| 4 | Spend extra time with students, one-on-one tutoring |
| 5 | Peer tutoring, counseling for basic skills, more time |
| 6 | One-on-one tutoring, peer tutoring |
| 7 | Individualized assistance, self-study encouraged, peer groups |
| 8 | Individual attention |
| 9 | Extra review, referral to counseling |
| 10 | Send students to mathematics and English labs, ask counselor to identify problems, try a variety of methods |
| 11 | Meet pre-requisites, refer to mathematics and English labs |
| 12 | Personal motivation, classroom based assessment |
| 13 | Notebooks, more review questions, more tutoring |
| 14 | Focus on essential skills, more visuals, simplify concepts, slow down instruction |
| 15 | Allow more time, one-on-one instruction |
| 16 | Peer tutoring, visuals |
| 17 | Individual help, repetition |
| 18 | Peer tutoring, small groups, continually clarify goals |
| 19 | More hands-on, individualized instruction, more use of text for research |

Table 3 (cont.)

Part-Time Faculty

| Faculty No. | Teaching Practice |
|---|---|
| 1 | Nothing |
| 2 | Extra time for individuals |
| 3 | Printed and written backup to oral presentation, slow down, visuals e.g. videotapes, overheads |
| 4 | More problem posing, introduce more cultural aspects to the current curriculum as well as conflict resolution |
| 5 | Videotapes, take-home tests |
| 6 | Referrals to English and mathematics labs |
| 7 | Establish peer support (reading and revising groups) |
| 8 | Small groups, field-trips, hands-on, peer coaching |
| 9 | Reviewing basics, simplify |

Question 7. Identify up to three strategies one might use to increase their teaching effectiveness with culturally different learners.

As is apparent, many faculty used the same instructional practices with culturally different learners as with underprepared learners. This approach is not unexpected, due to the large number of recent Asian immigrants who are both culturally different and in some cases underprepared, especially in their ability to speak and read English. Responses to Questions 7, however, do indicate a sensitivity to cultural differences per se, with the need expressed by many for greater cultural background knowledge by the instructor and for greater sensitivity to those cultural characteristics demonstrated by the learners. Please see Table 4 for a list of practices as used by both full-time and part-time faculty.

## Table 4

Teaching Practices used by both Full-Time and Part-Time Faculty to Accommodate Culturally Different Learners

| Faculty No. | Full-Time<br>Part-Time |
|---|---|
| 1 | Learning centers, monitoring, group work |
| 2 | Personal assistance |
| 3 | Obtain more cultural background materials |
| 4 | More emphasis on mechanics of English, explain answers |
| 5 | Emphasis on basic subjects, one-on-one techniques used |
| 6 | None |
| 7 | Opportunities for research, individualized assistance in language skills, review |
| 8 | None |
| 9 | More vocational vocabulary work, familiarize students with standard operating procedures |
| 10 | More one-on-one, notebooks, more demonstration, slow down |
| 11 | Individualize |
| 12 | Learn about different cultures, highlight cultures in course plan |
| 13 | Notebooks, more review questions, more tutoring |
| 14 | Asking students to discuss previous experiences, encourage real presentations, group work |
| 15 | Peer tutoring, small groups, review concepts |
| 16 | Respect for differences, sensitivity of differences, peer help |
| 17 | Individual help, repetition |
| 18 | Increase sensitivity, asking students about themselves, peer tutoring |
| 19 | More hands-on, individualize instruction, more use of text for research |

Table 4 (cont.)

Part-Time Faculty

| Faculty No. | Teaching Practice |
|---|---|
| 1 | Slow down, less technical language, many examples |
| 2 | Extra time for individuals |
| 3 | Printed and written back-up to oral presentation, slow down, visuals, e.g., videotapes and overheads |
| 4 | More problem posing, introduce more cultural aspects to the current curriculum as well as conflict resolution |
| 5 | Videotapes, take-home tests |
| 6 | Team or group work |
| 7 | Peer support, improve ones own sensitivity to different learning styles concrete experience, smaller size tasks |
| 8 | Small groups, hands-on, field-trips, peer coaching |
| 9 | Illustrations from their own cultures, videotapes showing other cultures |

Question 8. What resources and/or measures could you use or have you used to determine the effectiveness of your teaching practices with underprepared and/or culturally different learners?

As in the case of responses to Questions 6 and 7, faculty responded to the above question with a variety of responses ranging from "none" and "I don't know" to several very thoughtful outcome measures both formal and informal. Both full-time and part-time faculty responses to Question 8 are reported in Table 5.

## Table 5

Measures of Teaching Effectiveness used by both Full-Time and Part-Time Faculty

Full-Time Faculty

| Faculty No. | Teaching Effectiveness Measures |
|---|---|
| 1 | None |
| 2 | Don't know |
| 3 | Tests (weekly), monitor hands-on activities, informal |
| 4 | FAA examination |
| 5 | Testing, informal observation |
| 6 | One-on-one questioning |
| 7 | None |
| 8 | Tests (performance) |
| 9 | Tests |
| 10 | Notebook review, teacher evaluations |
| 11 | Teacher evaluations, on-the-job success, tests |
| 12 | Teacher evaluations |
| 13 | Change in knowledge and attitude |
| 14 | None |
| 15 | Teacher evaluations, discussions with students on teaching |
| 16 | Informal, attendance |
| 17 | Oral and written tests, performance on individual projects |
| 18 | SGID, teacher evaluations, short tests |
| 19 | Feedback from industry and FAA, other instructors |

Table 5 (cont.)

Part-Time Faculty

| Faculty No. | Teaching Effectiveness Measures |
|---|---|
| 1 | End of quarter teacher evaluations, indirect success in placing students (graduates) |
| 2 | Quizzes |
| 3 | Test, student evaluations, SGID |
| 4 | GED, tests, socialization and indirect conflict resolution skill improvement |
| 5 | Performance in shop skills |
| 6 | None |
| 7 | Final exam, teacher evaluations, would like to do SGID |
| 8 | Tests, informal assessment, homework, conferences with students |
| 9 | Teacher evaluations, individual assessment in one-on-one class |

Question 9. How do you obtain information about Faculty Development Program sponsored classes, workshops, seminars, etc?

Seventy-nine percent (15) of the full-time faculty reported learning about FDP activities from the Faculty Development Program Bulletin. Also, forty-two percent (8) reported learning about FDP activities through conversations with other faculty members, and at faculty meetings. One person reported that they had never received anything describing FDP classes.

Among part-time faculty all nine instructors interviewed reported receiving the FDP bulletin, two indicated that they also heard about FDP activities at faculty meetings and one person obtained information from discussions with other faculty, as well. The above percentages and numbers add up to more than one hundred percent and/or the total number of faculty in each group because several faculty members reported getting information about FDP activities from more than one source.

## Summary

After reviewing the responses from the structured interviews, it seems fair to conclude that the South Seattle Community College Faculty Development Program is trying very hard to serve its faculty as the faculty face changes in student demographics and, therefore, needs as learners.

Finally, the faculty, both full-time and part-time, appears to be doing its part by responding to the changing needs of its student body. Instructors are making every effort to obtain the necessary information to make changes in their own teaching practices by enrolling in the appropriate classes and workshops.

## SOUTH SEATTLE COMMUNITY COLLEGE
## STATISTICAL PROCESS CONTROL SOFTWARE COURSE

### OUTLINE

- 1.0 FLOW CHART
    - 1.1 PROCESS DEFINITION
    - 1.2 PROCESS CONCEPT
    - 1.3 DIAGRAMMING THE PROCESS CONCEPT
- 2.0 CAUSE AND EFFECT DIAGRAM (FISHBONE, ISHAKAWA)
    - 2.1 MAIN CLASSIFICATION OF CAUSES
    - 2.2 SUBORDINATE CAUSES
- 3.0 CHECKSHEETS AND DATA COLLECTION FORMS
    - 3.1 ESSENTIAL ELEMENTS
    - 3.2 SIMPLE DATA COLLECTION METHODS
- 4.0 USE OF DEDICATED SOFTWARE
    - 4.1 LOADING THE PROGRAM IN MEMORY
    - 4.2 FUNCTIONS OF CONTROL SCREEN
    - 4.3 ENTERING COMMANDS
    - 4.4 ENTERING AND VIEWING DATA FILES
    - 4.5 MODIFYING DATA FILES
    - 4.6 DATA FILE OPERATIONS
    - 4.7 STATISTICAL FUNCTIONS
        - 4.7.1 GENERATING RANDOM NUMBERS
        - 4.7.2 PRODUCING DATA STATISTICS
    - 4.8 CHARTS AND PLOTS
        - 4.8.1 HISTOGRAMS
        - 4.8.2 PROBABILITY PLOT
        - 4.8.3 SCATTER PLOT

  - 4.8.4 RUN CHART
  - 4.8.5 VARIABLES CONTROL CHARTS (X-BAR, S, R. MR)
  - 4.8.6 ATTRIBUTES CONTROL CHARTS (P, U, C, NP)
- 4.9 EVALUATION OF DATA
  - 4.9.1 EVALUATION OF NORMALITY OF DISTRIBUTION
  - 4.9.2 TESTING BY WESTERN ELECTRIC RULES
  - 4.9.3 TESTING FOR CENTERLINE CROSSINGS
  - 4.9.4 FREQUENCY OF PATTERN OCCURANCE
  - 4.9.5 TESTING FOR UP OR DOWN TRENDS
  - 4.9.6 DETERMINING PROCESS CAPABILITY RATIOS
  - 4.9.7 TESTING PERCENT NONCONFORMING
- 4.10 CUSTOMIZING THE DATA FILE
  - 4.10.1 SPECIFYING SUBGROUP SIZE
  - 4.10.2 TRANSPOSING DATA MATRIX
  - 4.10.3 SELECTING ACTIVE SUBGROUPS
- 4.11 DATA TRANSFORMATIONS
- 4.12 DATA BASE OPERATIONS
  - 4.12.1 COMPILING THE DATA BASE
  - 4.12.2 DATA BASE COMMANDS
- 4.13 PARETO ANALYSIS

# APPENDIX A

## Faculty Interview Schedule

# SOUTH SEATTLE COMMUNITY COLLEGE
# FACULTY DEVELOPMENT PROGRAM
# SURVEY 1991

Respondent: Program____________________ Interviewer____________________
Department__________________
Full time_________
Part-time_________

Directions: Please read each question to each respondent. Record as much of each response as possible. You may wish to ask additional questions for clarification but please don't "lead" the respondent or become engaged in a conversation. Return all completed surveys by July 31, 1991.

1. Have you attended a Faculty Development Program sponsored class or activity within the past academic year(1990-1991)? Yes____, how many?______ No____ If yes , please briefly describe the class and/or activity and why you took it(them). If no, why not?

2. Please describe your teaching style. (Prompts: lecture, discussion, demonstration, learning communities, laboratory /shop, seminar) If you use a mixed style, indicate the approximate percentage of time spent in each mode of instruction (please give examples). Why have you chosen this style?.

3. Have you changed your teaching style in any significant way during the past year? Yes_______ No________ If so, how? And why? ("Why" prompts: independent reading, workshops, recommendation of colleague, recommendation of students, feedback from evaluations) Have you observed any changes in your students as a result of changes in your teaching style?

4. Have you modified your teaching style as the demographics of your classes have changed? Yes_____ No_____ If so, how? And why? If you have changed, did you receive any help? Have you observed any changes in your students as a result of changes you have made? (Demographic prompts: number, age, language, culture, ethnicity, etc.)

5. Have you modified your teaching style to incorporate emerging instructional technologies? Yes______ No______ If so, please describe.

6. Identify up to three (3) strategies one might use to increase their teaching effectiveness with underprepared learners.

A.

B.

C.

7. Identify up to three (3) strategies one might use to increase their teaching effectiveness with culturally different learners.

A.

B.

C.

8. What resources and/or measures could you use or have you used to determine the effectiveness of your teaching practices with underprepared and/or culturally different learners?

9. How do you obtain information about Faculty Development Program sponsored classes, workshops, seminars, etc.?